

# Longmoor CPS

## Mental Health and Emotional Wellbeing Policy

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## 1.0 Policy statement

At Longmoor, we are committed to promoting positive mental health and emotional wellbeing to all students, their families, members of staff and governors. Our open culture allows for "voice of the child" to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

## 2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Longmoor's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies, including:

- \* Staff Wellbeing Policy
- \* Behaviour Policy
- \* Child Protection Policy
- \* Anti-bullying Policy

## 3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Ensure that staff are supported in relation to looking after their wellbeing. Instilling a culture of staff and student welfare where everyone is aware of signs and symptoms so that effective signposting can take place.

## 4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students; however, key members of staff have specific roles to play:

- Pastoral Staff (Jan Molyneux and Max Murphy)
  - Mental Health and Wellbeing Lead (Emily Leonard)
- Designated Safeguarding Lead (Ellie Moffatt)
  - Keeping Safe and Healthy Coordinator (Jessica James)
- SENCO (Heather Gough and Leanne Monaghan)
  - Personal Development (Paul Rawlings)
- Governor with responsibility for Mental Health and Wellbeing (Kevin Size)

If a member of staff is concerned about the mental health or wellbeing of student, they should refer to the “Referral Flowchart” (see Appendix 1). Any concerns about a child’s mental health and wellbeing should also be recorded on CPOMS.

If there is a concern that the student is high risk or in danger of immediate harm, the school’s child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## 5.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our Keeping Safe and Healthy curriculum. Regular whole school assemblies will also raise the profile of mental health and focus on specific areas such as resilience and self-esteem, alongside whole school foci set out in the Keeping Safe and Healthy long term plan linked to "The Five Ways to Wellbeing", which are Give, Connect, Take Time, Keep Learning and Be Active.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> .

Students' wellbeing will be promoted through the development of healthy coping strategies, alongside techniques for relaxation and mindfulness and a development of emotional literacy.

## 6.0 Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, toilets etc.) and through our communication channels (MarvellousMe, Newsletters, Longmoor Padlet, Website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure that the school community understands:

- What help is available
- Who it is aimed at
- How to access it
- Why they should access it
- What is likely to happen next

## 7.0 Sources or support at school and in the local community

**School Based Support** – see Appendix 2

### **Local Support**

In Liverpool, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.liverpoolcamhs.com/>

## 8.0 Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously. For more information on spotting the signs, please refer to the "**Staff Toolkit**" section on the Staff Padlet/GoogleDrive

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## 9.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

**We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:**

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Liverpool City Council Children's Services, Liverpool CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## 10.0 Managing disclosures

If a student chooses to disclose concerns about their own mental health and wellbeing, or that of a friend, to any member of staff, the response will be calm, supportive and non-judgemental in line with the school's procedure with regards to listening to a disclosure.

All concerns should be shared with Emily Leonard, Jan Molyneux or Maxine Murphy and should be recorded on CPOMS.

Parents must always be informed unless a pupil gives us reason to believe that they are at risk or suffering from harm, or there are child protection issues. In this case, parents should not be informed, but the child protection procedures should be followed, with concerns being shared with the Designated Safeguarding lead or somebody trained to deputise for her. These members of staff are:

- Ellie Moffatt (DSL)
- Mark Garside
- Sarah Evans
- Angela Haynes

## 11.0 Whole school approach

### 11.1 Working with parents/carers

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances and lines of communication should be kept open should the parents have further questions or concerns.

Ensure a record of any meetings and points discussed are recorded on CPOMS.

## 11.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, padlet, newsletters, Marvellous Me etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.
- Link to Parent Padlet - <https://padlet.com/lmonaghan/s6lqv4j9ntj8w77j>

## 12.0 Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

We will host relevant information on our website for staff who wish to learn more about mental health via our Staff Padlet. Link to Staff Padlet - <https://padlet.com/lmonaghan/p6kwkb6gs0nrq7lq>

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.



Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year.

## 14.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **December 2021**.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Emily Leonard.

Any personnel changes will be implemented immediately.