

## Lancing Preparatory School at Worthing

# Mental Health and Emotional Wellbeing Policy

### Vision

At Lancing Prep Worthing, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices 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.

This policy is a guide to all staff – including non-teaching and governors – outlining the school's approach to promoting mental health and emotional wellbeing.

This policy applies to the whole school (Nursery to Year 8), and should be read in conjunction with other relevant school policies.

### Policy Aims

- Promote positive mental health and emotional wellbeing in staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Raise awareness amongst staff that pupils and staff may have mental health issues, and that they are supported in relation to looking after their wellbeing (see also Staff Wellbeing policy).
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Instil a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

### Key staff members: The Wellbeing Team

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

<b>The Wellbeing Team</b>	<b>2020-21</b>
Assistant Head - Pastoral Care and Wellbeing, Designated Safeguarding Lead (DSL) and SENCO	Helen Pelling
Senior Assistant Head and Deputy DSL (DDSL)	Keith Richards
Deputy Head and Head of PSHEE	Francesca Milling
Mental Health First Aiders	Keith Richards and Helen Pelling
Emotional Literacy Support team	Emily Brown (ELSA), Emily Coggin, Helen Pelling

If a member of staff is concerned about the mental health or wellbeing of pupil, in the first instance they should speak to the class/form tutor, the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. If there is a concern that the pupil 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.

## Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHEE curriculum which aims to ensure that all pupils:

- Are provided with the skills to live a healthy, balanced life (physically, emotionally and socially) within relationships, work-life and when making lifestyle choices.
- To value diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
- To acquire an understanding of healthy relationships including different types and in different setting, including online.
- To learn the skills to make informed economic choices and to explore different work roles and career pathways.
- To understand their rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).

PSHEE is a timetabled subject taught throughout all key stages, including Early Years Foundation Stage (EYFS). Many elements of the programme are supported through a whole school approach using activities such as whole school assemblies, visiting speakers and drop down days.

The programme is of a spiral nature which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people designed to prepare the children physically, emotionally, socially, mentally and intellectually for the future.

The teaching takes on a positive approach using a wide variety of teaching and learning styles with the emphasis on interactive learning and focuses on what the children can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

Learning activities are organised to encourage the children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one subject to another, and from school to their lives in the wider community. Opportunities are provided for the children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

The lessons are a safe and supportive learning environment where the children can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

## Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure members of the school community understand:

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

## School support

### ELSA – Emotional Literacy Support

**What is it?** Emotional literacy is understanding and recognising your own feelings and emotions, why we feel them and being able to express and communicate them. By supporting their emotional needs, it helps children to feel happier, improve their learning and encourage a more positive outlook.

**Who is it for?** We have an Emotional Literacy Support Team in school, including a trained ELSA (Emotional Literacy Support Assistant), whose role is to support children in school who are struggling to understand and regulate their own emotions, and to help them understand the feelings of others around them. ELSA support programmes are usually 6 – 8 weeks long and are suitable for children who are having difficulties with:

- Identifying, handling and expressing emotions and feelings
- Self esteem
- Anger and anxiety management
- Social skills
- Friendship

**How is it accessed?** Once a pupil has been identified as needing additional support, the Assistant Head (Pastoral Care and Wellbeing) will coordinate with the ELSA, parents and pupil to arrange the support either one to one or in small groups depending on the nature of the needs. An ELSA assessment will be used to help provide individual targets for ELSA sessions.

We are also able to offer:

- Therapeutic play sessions
- Lego therapy
- Music therapy with a Health and Care Professions Council (HCPC) registered Music Therapist (at an additional charge)

If we feel, following school support, that a pupil will need additional or more specialist help, we may signpost parents to their GP, a counsellor or child psychologist /psychiatrist.

## Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, staff, parents and relevant professionals.

This plan will include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- The pupil's social and emotional learning goals
- Pupil voice
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff
- Links between school and home

## Local support

In West Sussex, 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.sussexpartnership.nhs.uk/Sussex-CAMHS>

## Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the Assistant Head/DSL or Senior Assistant Head/DDSL.

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

## Targeted support

We ensure timely and effective identification of pupils 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 West Sussex Council Children's Services, West Sussex CAMHS, Educational Psychologists and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing children who are showing signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing an Individual Care Plan as the first stage of a graduated approach;
- Providing a range of interventions that have been proven to be effective, according to the child's needs;
- Ensuring young people have access to pastoral care and support, as well as specialist services, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Providing young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Providing 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.

## Managing disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially on MyConcern or handwritten, including:

- Date and time
- Name of member of staff to whom the disclosure was made
- Where the disclosure took place
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the Designated Safeguarding Lead and/or the Deputy Designated Safeguarding Lead.

## Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil. Mental Health

issues are always a safeguarding concern and information will be shared with the Designated Safeguarding Lead. We will discuss with pupils:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the pupil first, however, there may be instances when information must be shared, such as pupils up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the pupil. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but pupils may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place?
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

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. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed are added to the pupil's record and an Individual Care Plan created if appropriate.

## 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, newsletters etc.); and
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or signposting programmes run by community nurses or other appropriately trained health or education practitioners.

## Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- That they are not responsible for their friend's difficulties
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## Training

As a minimum, 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 pupils safe. Nominated members of staff have received professional Mental Health First Aid training or equivalent.

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 where it becomes appropriate due developing situations with one or more pupils.

Suggestions for individual, group or whole school CPD should be discussed the Senior Leadership Team who can also highlight sources of relevant training and support for individuals as needed.

## Policy Review

This policy will be reviewed every two years as a minimum. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Assistant Head – Pastoral Care and Wellbeing, DSL and SENCO.

Created September 2019

Updated September 2020

The next review date is September 2021.

## **ANNEX: SPECIAL EDUCATIONAL NEEDS, EMOTIONAL HEALTH AND WELLBEING, AND COVID-19**

### **PURPOSE**

This is an Annex to the school's *Special Educational Needs and Disability policy* and to the *Mental Health and Wellbeing Policy*. It sets out the arrangements in place to support our children with Special Educational Needs and Disabilities during the COVID-19 pandemic.

Please note: This annex should be read in tandem with Section 7 (Safeguarding in a time of COVID-19) of the *LPW Child Protection (Safeguarding) Policy* and with the *Risk Assessment: Implementing a Full Opening of Lancing Prep at Worthing: September 2020*.

### **CONTEXT**

From 1<sup>st</sup> September 2021, all children, in all year groups, will be expected to return to school full time. Many children and young people have found lockdown exceptionally difficult – academically, socially and emotionally. We are committed to consider any challenging behaviours or social and emotional challenges arising, as a response to lockdown and to the 'new normal' created by the pandemic. Some pupils will need specific help upon their return to school and the SENCO and teachers will plan to meet these needs. Additional support will be offered as needed.

### **RETURN TO SCHOOL**

Government guidance states that SEND interventions should be provided as usual. With pupil and parental consent, we will recommence all Learning Support and ELSA 1:1 sessions. Group sessions will only take place with pupils who are in the same bubble.

Social distance will be maintained, sessions will take place outside wherever possible, we will continue to encourage robust hand and respiratory hygiene, and enhanced cleaning will be

carried out in The Hive between each session. We will stringently follow the advice from Public Health England on measures to limit the risk of spread of COVID-19.

Please refer to the main body of the SEND and Mental Health and Wellbeing policies for our usual processes and procedures for identification and support. We will continue to adopt the graduated approach to SEND of assess, plan, do and review, working in partnership with all staff, the pupil and their parents.

The school will also consider the provision of curriculum, pastoral and extra-curricular activities that are designed to:

- Support the rebuilding of friendships and social engagement.
- Address and equip pupils to respond to issues linked to coronavirus.
- Support pupils with approaches to improving their physical and mental wellbeing.

## **BLENDED AND REMOTE LEARNING**

We recognise that children with SEND, and additional emotional needs, require access to home learning resources and activities which take account of their strengths and needs. In the event of a local lockdown, a bubble/year group/class being sent home or a pupil needing to self-isolate, pupils will continue to be supported in accessing appropriate learning activities.

The lines of communication with pupils and parents will be maintained via the VLE, Teams, email or the telephone so that their views are actively sought, considered and promoted. Teachers and teaching staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.

## **WORKING ALONGSIDE OTHER PROFESSIONALS**

We will continue to maintain contact with other professionals now that school has re-opened and during any potential periods of local lockdown. This will include liaison with Educational Psychologists, Speech and Language Therapists and Occupational Therapists, for example, and the sharing of any resources which may be of use to parents and professionals during this time.

Date this Annex was written	September 2020
Date this Annex was reviewed	September 2021
Written By	Helen Pelling, DSL Heather Beeby, Head

Next Review	As required to reflect new government guidance as it is published.
-------------	--