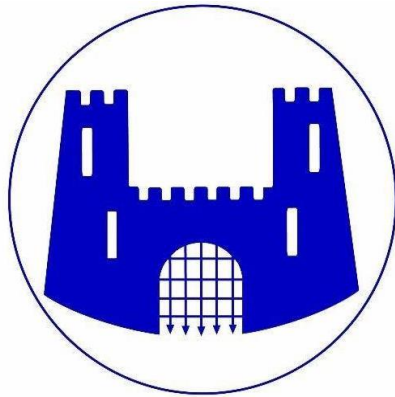


# Ludgershall Castle Primary School



## Mental Health and Emotional Wellbeing Policy 2023

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents, and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school.

- ☆ We want learning and teaching to be fun for all
- ☆ We 'have a go' and try our best; we celebrate our successes
- ☆ We want to care for and respect everyone in our school; everybody matters ∂ We want school to be a safe place for everybody
- ☆ We know that learning is for life, not just for children
- ☆ We all want to be good citizens



## Vision

At Ludgershall Castle Primary School, we have the following vision for Mental Health and Emotional Wellbeing. We are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' 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 Ludgershall Castle Primary School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

## Our Intent

At Ludgershall Castle Primary School, we aim to:

- 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.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they 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 with effective signposting underpinned by behaviour and welfare around school.

## Our Implementation

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 including ELSA and Family Support Advisor | Mrs Oakley   |
| ▪ Designated Safeguarding Lead                             | Mr Bridewell |
| ▪ Deputy Designated Safeguarding Lead                      | Mrs Linforth |
| ▪ SENDco   | Mrs Warren   |
| ▪ Mental Health Champion                                   | Miss Morris  |
| ▪ PHSE Subject Leader                                      | Mrs Linforth |

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to Designated Safeguarding Lead alongside the ELSA and Family Support Advisor. 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.

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 either an Individual Care Plan or Medical Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

## 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 PSHE curriculum, No Outsiders: Everyone different, Everyone welcome programme and Stormbreak. As a school we also get to embrace special events and awareness weeks which help to raise the profile and support our children to look after their mental and physical health. These include Mental Health Day, Children's Mental Health Day, Safer Internet Week, Anti Bullying Week, and NSPCC events amongst many others.

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>. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

## Our Impact

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 and through our communication channels, we will share and display relevant information about local and national support services and events. The aim of this is to ensure students 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

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

### **School Based Support include:**

#### ELSA

An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Our qualified Emotional Literacy Support Assistant is Mrs Okley.

### Family Support Advisor

Parent Support Advisors offer nurturing, supportive and non-judgemental parenting interventions, promoting the importance of positive child parent attachment and of positive interactions for children's learning and development, and role model appropriate and consistent boundaries and routines. Parenting isn't an easy job and at times things get tough. Every parent wants what is best for their child. Parent Support Advisors help families deal with issues, worries, or concerns. They may not have all the answers, but together with families, they work together to explore ways forward. Our Family Support Advisor is Mrs Okley. Please contact her if you would like to arrange a meeting.

### SENDco

At Ludgershall Castle we embrace the fact that every child is different and, therefore, the educational needs of every child are different - this is certainly the case for children with Special Educational Needs and Disabilities (SEND).

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child, and it is important to emphasise that, as much as possible, this provision is designed by the relevant Ludgershall Castle staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g., a Speech and Language Therapist or an Educational Psychologist).

Our qualified Special Educational Needs Co-ordinator is currently Liz Warren (senco@ludgershallcastle.wilts.sch.uk) who is in school part time.

### Your GP

A GP can check any physical symptoms linked to your child's health and talk with you about their emotional well-being making a referral to a specialist service if necessary.

### **Local Support includes:**

#### Single Point of Access (SPA)

Our Single Point of Access (SPA) is the key point of contact for children, young people, families, GPs and health and social care professionals to access advice and support from all Wiltshire Children's Community Services. It is essentially the single 'front door' for all of our services!

The SPA coordinates community health care advice and support for all children and young people in Wiltshire. The aim is to make sure that every child and young person receives the appropriate support to meet their individual needs. Wiltshire Single Point of Access (SPA) can be contacted on 01865 903 330 between 9.00am and 5.00pm weekdays.

### Reading Well

Reading Well supports you to understand and manage your health and wellbeing using helpful reading. Reading Well books are all recommended by health experts, as well as people with lived experience of the conditions and topics covered and their relatives and carers. Reading Well for children and young people provides quality-assured information, stories, and advice to support mental health and wellbeing. Books have been chosen and recommended by leading health professionals and co-produced with children and families.

The children's booklist is targeted at children in Key Stage 2 (aged 7-11), but includes titles aimed at a wide range of reading levels to support less confident readers, and to encourage children to read together with their siblings and carers. Find out more information here:

[https://www.wiltshirehealthyschools.org/documents/campaigns/RW\\_Children -  
booklist\\_interactive.pdf](https://www.wiltshirehealthyschools.org/documents/campaigns/RW_Children_-_booklist_interactive.pdf)

All the books can be reserved from any Wiltshire library or online for free and will be available to borrow initially for 3 weeks (longer if not reserved). Library staff are briefed on the scheme and be able to signpost to further support. If you would like to apply for a library card, please speak to the school office or visit your local library.

### Wiltshire Early Mental Health Counselling and Support Service

A Wiltshire wide service for young people aged 5-18 experiencing early mental health issues . Services offered include information and advice , signposting , positive activities , group work and counselling . Find out more information here: <https://www.onyourmind.org.uk>

### We Hear You

We Hear You provide free emotional support for patients, families, friends, and carers who have been affected or bereaved by cancer or any other life threatening condition, across Somerset, Bath and North East Somerset and Wiltshire.

At We Hear you we understand that the emotional impact can be just as hard to manage as physical symptoms, and that the impact extends to everyone connected to the person diagnosed. People who use our service often report feeling numb, isolated, and terrified and struggling to cope. We provide a safe space to work through difficult feelings with an experienced, specialist counsellor. When you ask WHY... we hear you.

If you are affected or have been bereaved by cancer or another life threatening condition and would like to know more about our counselling and other types of support, please see our 'Get Support' pages. You can find these at <https://www.wehearyou.org.uk>

### Wiltshire Treehouse

Wiltshire Treehouse offers advice and creative programmes that support the social and emotional well-being of bereaved children and young people. We offer a relaxed, safe, and inclusive environment in which people can explore and grow to understand their grief. At Wiltshire Treehouse children can meet others, share stories, make a connection, and help each other. To find out more, visit <https://www.wiltshiretreehouse.org.uk>

### Child and Adolescent Mental Health Service (CAMHS)

CAMHS help children and young people up to 18 who are finding it hard to cope with everyday life because of difficult feelings, behaviour, or relationships. Most of the time when we are sad, angry, stressed or worried these feelings pass within a few days, but if they go on for a while and stop us enjoying and coping with life, then CAMHS can help.

If you or your child are not open to CAMHS and have a concern about a child or young person's mental health, please call the Wiltshire CAMHS Single Point of Access (SPA) on 01865 903 330 between 9.00am and 5.00pm weekdays.

### **National Support includes:**

#### Place 2 Be

We work with schools to support children's mental health. As part of this, we offer advice and resources for parents and carers to help support their child or young person's wellbeing. Please visit <https://www.place2be.org.uk/our-services/parents-and-carers/> to find out more, including Parenting Smart, our new site full of practical advice and tried and tested tips for parents and carers of primary-age children.

#### Samaritans

Every 10 seconds, Samaritans responds to a call for help. We're here, day or night, for anyone who's struggling to cope, who needs someone to listen without judgement or pressure. Samaritans is not only for the moment of crisis, we're taking action to prevent the crisis. We give people ways to cope and the skills to be there for others. And we encourage, promote and celebrate those moments of connection between people that can save lives. We offer listening and support to people and communities in times of need. In prisons, schools, hospitals and on the rail network, Samaritans are working with people who are going through a difficult time and training others to do the same. Every life lost to suicide is a tragedy, and Samaritans' vision is that fewer people die by suicide. That's why we work tirelessly to reach more people and make suicide prevention a priority. <https://www.samaritans.org/how-we-can-help/contact-samaritan/>

#### Young Minds

We know parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow up, and to help them learn to be independent, it can also be really hard work. It can feel especially hard if your child's mood and behaviour seem different and you're not sure why, or what you can do to help. But you are not alone.

We have lots of practical advice and tips on supporting your child - from how to encourage your child to open up about their feelings to dealing with mental health services. No matter what you and your child are going through, things can get better.

We also have our Parents Helpline who can provide advice and support if you're worried about a child or young person. Go to: <https://www.youngminds.org.uk/parent/> to find out more.

### NSPCC

Support and tips to help you keep children safe. From advice on children's mental health to staying safe online, support for parents and what to do if you're worried about a child.

<https://www.nspcc.org.uk/>

### Charlie Waller Memorial Trust (CWMT)

When your child is suffering, parenthood can be tough, lonely, and frightening. When the cause of that suffering is hard to understand, as is so often the case with mental health, it becomes more difficult still.

At Charlie Waller, we understand that. Led by parents who have experienced this challenge themselves, our parent and carer programme offers practical advice, training and support to parents, carers, and families. This is delivered both face-to-face and online, primarily through our PLACE Network, a rapidly developing national network of parent support groups and training workshops.

We also produce a wealth of expert, evidence-based resources for parents and carers, on a range of topics relating to the mental health of children and young people.

For more information visit: <https://charliewaller.org/what-we-offer/parents-and-carers/>

### Childline

We're here for you, whatever's on your mind. We'll support you. Guide you. Help you make decisions that are right for you. Our tips and techniques, ideas, and inspiration, can help you feel more in control. And you can access them in your own time, at your own pace! Find out more at:

<https://www.childline.org.uk/info-advice/>

### MindEd

MindEd is a free learning resource about the mental health of children, young people, and older adults. MindEd is funded through the Department of Health and Health Education England. MindEd for Families has been funded by the Department for Education and NHS England. Visit:

<https://mindedforfamilies.org.uk/young-people/>

### Shout

Shout is the UK's first and only free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.

To start a conversation, text the word 'SHOUT' to 85258. Our trained volunteers are here to listen at any time of day or night, and messages won't appear on your phone bill. You can find out more about the service by visiting <https://giveusashout.org>

### Cosmic Kids - Free Videos!

Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence!

[https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo\\_Gsi\\_qbQ](https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ)

### Stormbreak

Every day we inspire mentally healthy movement to help children become happier, healthier humans forever. Visit <https://www.stormbreak.org.uk/videos/filter> for some free videos!

### The Adventures of Kara, Winston and the SMART Crew at Childnet

These cartoons illustrate 5 online safety SMART rules and include a real life SMART Crew of young people, who guide the cartoon characters in their quest, and help them make safe online decisions. Visit

<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/>

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<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

### Headspace

Headspace is guided meditation for everybody. Download our app from the App Store or Google Play and learn how to meditate, wherever you are, whenever you like. Relax with guided meditation sessions that will help you rest and reset after a long day, let go of worried thoughts with our Stress pack, or create the ideal conditions for healthy, restful sleep with our sleep meditations and sleep sounds. That's as well as mindfulness exercises for everyday situations like commuting or cooking, dozens of animations like the ones you see on this channel, and eight different meditation techniques, all taught by Headspace's co-founder, Andy Puddicombe, a former Buddhist monk. With hundreds of hours of content, Headspace is your personal meditation guide to just about anything.

Access some free videos at: <https://www.youtube.com/@headspace>

## Whole School Approach

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 and staff observing any of these warning signs should alert Designated Safeguarding Lead in the first instance.

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

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 work closely with school nurses and the Single Point Access Team in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family, and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating. Wiltshire Single Point of Access (SPA) can be contacted on 01865 903 330 between 9.00am and 5.00pm weekdays.

## Disclosure

If a student 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 and shared with the Designated Safeguarding Lead.

## Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- 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 student first, however, there may be instances when information must be shared, such as students 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 student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. The child protection and safeguarding policy should be followed in this instance.

### Working with parents and 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 - some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present - students, 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/agree are added to the pupil's record and a 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.).
- 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. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

### Supporting Peers

When a student 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 student 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:

- 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 students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent. We will host relevant information on our website for staff who wish to learn more about mental health. 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 where it becomes appropriate due developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group, or whole school CPD should be discussed with the senior mental health lead who can also highlight sources of relevant training and support for individuals as needed.

Policy Review and Evaluation

This policy has been reviewed and discussed by all staff and the *Governing Body*.