

Mental Health and Wellbeing Policy

Chetwynd Junior School



Approved by:	Julie Attwood	Date: 04.04.25
Last reviewed on:	January 2021	April 25
Next review due by:	January 2023	April 26

Chetwynd Junior School Mental Health and Wellbeing Policy

CONTEXT AND RATIONALE

THE NATIONAL CRITERIA STATES (Green Paper):

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings".

Our School approach to Wellbeing APPROACH TO WELLBEING and MENTAL HEALTH

At Chetwynd School, we aim to promote positive mental health and wellbeing for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised targeted approaches aimed at vulnerable students. We aim to promote positive mental health and recognise and respond accordingly to mental ill health. By developing and implementing practical, relevant and effective mental health education, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

This policy is intended as guidance for all staff, non-teaching staff and governors. This policy should be read in conjunction with our Safeguarding policy, Medical policy, and SEND policy. This is in cases where student's mental health overlaps or there are links with medical issues or where a student has an identified special educational need.

Our policy aims to:

- Alert staff to early warning signs of mental ill health
- Promote positive mental health in all staff and students
- Increase an awareness and understanding of common mental health issues.
- Provide support to staff working with young people with mental health issues
- Provide support to students and their families suffering mental ill health
- Provide support for students who have a parent/carer or sibling struggling with mental ill health

Lead Members of Staff

- Stephanie Lawes – Headteacher DSL
- Jodie Marston – Assistant Head / SENDCo DSL
- Michelle Wallis – Assistant Head DSL
- Dawn Ballard – Wellbeing Mentor Parent Support , Senior Mental Health Lead , Mental First Aid trained , DSL
- Julie Attwood – Safeguarding Governor

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to a DSL. If there is a fear that the student is in immediate danger, then the normal safeguarding procedures should be followed and a DSL informed.

If the student presents with a medical emergency then normal procedures should be followed and emergency services and parents contacted, if necessary, a RISE referral can be submitted.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others safe are included in our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching with an emphasis on enabling students to develop knowledge, understanding, resilience, language and confidence to have the strategies that will enable them to seek help and support as needed.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional issues in a safe and sensitive manner. We have weekly Wellbeing Assemblies that address different topics to help and promote positive mental health and wellbeing. We follow national initiatives promoting health such as Mental Health week, World Autism Day, National Mental Health Day.

Opportunities are identified to teach strategies and awareness of emotions and mental health needs.

Chetwynd has developed a Wellbeing team that works with pupils, parents and staff to ensure pupils mental health and Wellbeing is identified and promoted throughout school. The team helps to raise awareness of social, emotional and the mental health needs of the pupils or families within the school. This is achieved through weekly meetings that are focused on continually reviewing the work taking place with groups or individuals. Also discussions and updates are shared about open; Early Help, CLA, Child Protection and Child in Need caseloads that the team are involved with. Each meeting also reviews and discusses any new Green Forms that have been processed during the week, ensuring that any vulnerable children are being monitored and any new Wellbeing referral from any stake holder is discussed and responded to.

The team are the Headteacher Stephanie Lawes (Designated Safeguarding Lead and Pupil Premium Champion), Michelle Wallis Deputy Headteacher and Jodie Marston Deputy Head and SENDCo (Designated Safeguarding Lead and Designated Teacher for Children Looked After and Previously Looked After Children) and also the Wellbeing Mentor & Parent Support Advisor Dawn Ballard. All of the team are Early Help trained and use this as a key tool within the work of the school to support children and their families. The team are supported by a named Safeguarding Governor Julie Attwood who attends meetings and offers advice. The team also works closely with the Headteacher who oversees provision of the children and provides supervised support for the team.

Signposting

We ensure that staff, students and parents are aware of support within the school and local community. Parents have access to Chetwynd's website which has a lot of sources of support, regular updates on Facebook page and weekly newsletters.

Students have access to school Wellbeing Mentor. This can be accessed via class teacher referral, parental referral or child referral into wellbeing box.

We work very closely with MHST and our point of contact is Sarah Thomas.

We have a trained played therapist Matthew Haywood who comes into school every Thursday to offer more bespoke support for our students.

Miss Dawn Ballard attends regular network meetings and training to keep updated on changes around mental health support.

Warning Signs

School staff are trained to recognise and report any changes in a child's presentation which could indicate mental health or emotional wellbeing issues.

Possible warning signs include:

- Physical signs of harm that are repeated or appear to be non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends
- Changes in mood
- Lower academic achievement
- Talking or joking about self-harm / suicide
- Abusing drugs/ alcohol
- Expressing feelings of failure, uselessness
- Changes in clothing ie long sleeves in warm weather
- Secretive behaviour
- Refusal to join in PE or getting changed secretly
- Lateness or absence from school
- Repeated physical pain or nausea
- Ceasing to engage in online learning (during school closure)

All of the above need to be added to a CPOM concern.

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff. Staff's response should always be calm, supportive and non-judgmental. Staff should listen rather than advise as the main priority is the student's emotional and physical safety.

Wellbeing Referrals

Referrals can be made verbally, via CPOMS or a wellbeing referral form completed by class teachers to Dawn Ballard.

Dawn Ballard will speak with the Wellbeing team and decide best next steps either weekly wellbeing sessions, referral to MHST, referral to Play Therapy or RISE. All decisions will be discussed with parents/carers.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

It can be upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset.

We are accepting of this and allow parents time to reflect.

We always offer the parents support or signpost them to relevant outside agencies. We then arrange a follow up meeting to see how things are going.

We always make brief notes and record any concerns on CPOMS.

- We highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can talk to if they have a concern about their child.
- Mental Health and Wellbeing policy easily accessible to parents
- Share ideas through Facebook , school newsletters and website about how parents can support their children in a positive way and promote positive mental health and wellbeing
- Parents are kept informed about future topics that are to be covered in PSHE lessons in school.

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but unsure how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis, which friends may need additional support. Support will be provided either 1- 1 or small group and guided by the young person and their parents where we will discuss:

- What it is that would be helpful for friends to know
- How friends can best support
- Things friends should avoid doing or saying which inadvertently causes upset
- Where and how to access support for themselves
- Warning signs that their friend needs help
- Safe sources of information about their friends condition/illness
- Healthy ways of coping with the difficult emotions they may be feeling

Staff 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 order to enable them to keep students safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health.

Staff receive Trauma training and ACE training to help develop their knowledge of individual children's lived experiences.

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 to

Developing situations with one or more students.

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

We have recently had support from Barnardo's, Bereavment Support and Children and Families support network.

CHETWYND's PROVISION:

Emotional health and wellbeing for all, to promote school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance.
- Involving pupils more fully in the operation of the school.
- Helping pupils and staff feel happier, more confident and more motivated.
- Helping to meet legal, ethical and curricular obligations.
- Emotional health and wellbeing is central to the Every Child Matters strategy.

CHETWYND AIMS TO HAVE:

- Happier and more motivated pupils and staff who get more out of life.
- A whole school approach in understanding that pupils mental Health and wellbeing are vital to their ability to thrive and achieve.

GENERAL PRINCIPLES

Teaching and Learning

- Pupils who are more engaged in the learning process.
- Pupils who can concentrate and engage with their learning showing resilience to reach their full potential.
- Improved standards in all subjects, including literacy and numeracy.
- Consistency in pupils learning.
- P.S.H.E lessons focus pupil's mental wellness, resilience and awareness of themselves.
- More effective and pupil focused teaching.
- Parents and carers more involved in school life and learning.
- Pupils with better health and wellbeing are likely to achieve better academically and be less disaffected and more engaged in learning, leading to improved Progress.

Motivating good behaviour and promoting good attitudes to school

- Pupils with high self-esteem and confidence - Reference pupil questionnaire.
- Acknowledgement that some children are survivors of historic traumas caused by trusted adults and this may still impact on their behaviour and ability to deal with day to day school life, and the adults around them.
- Pupils have a say in what happens at school - School Council.
- Continued no tolerance approach to bullying by both pupils and staff.
- Less recorded behaviours for individual pupils in the weekly behaviour logs.

Staff Confidence and Development

- Staff to feel that Chetwynd is an 'extension to the family'.
- Positive and effective relationships with pupils.
- Staff to be involved with conversations about pupils to ensure they are aware of pupil's history. This enables staff to deal with each pupil appropriately by offering either 'open or discrete' support.
- Staff play an essential role in early identification.
- Whole school approach to mental health and wellbeing.

Measuring Outcomes

- Headteacher and SENDCo monitor data through Pupil Progress Meetings.
- Weekly DSL meeting to discuss children on Wellbeing register or any other mental health and wellbeing concerns.
- Wellbeing Mentor tracks pupils who have worked on a one to one basis over four terms. If progress is seen to be fluctuating then a referral back to the Wellbeing team will be made, as for some children this indicates a reoccurrence of circumstances impacting on them.
- Weekly behaviour logs are monitored to ensure children from the Wellbeing register are not displaying any concerns.
- Professional conversations with pupils, parents and staff to ensure the intervention provided has long lasting impact on the child's Mental Health and Emotional Wellbeing.

Safeguarding

- Follow the local authority guidance on staff training.
- Follow all safeguarding training and policies when working with children and families.
- Work in line with the school safeguarding, behaviour and staff conduct policies.
- Work with the ICT Leaders on the Safer Internet Policies to ensure that any incidents linked to Cyber Bullying, Internet Grooming, Social Media, Chat rooms etc. are discussed and dealt with in line with the school policy.

VEHICLES FOR Mental HEALTH AND WELLBEING

The school promotes and provides a range of services to pupils

- Referral to Wellbeing team which may lead to bespoke provision for individual need.
- Focus on Wellbeing through the 'Protective Behaviors Program, PSHE, Relationships Education, and Relationships and Sex Education and Health Education.'
- The allocation of a key worker is made as needs are identified through a referral to the Wellbeing team.
- School council to act as mentors on the playground.
- A pastoral base staffed with non-teaching pastoral assistants and a qualified firstaider.
- Qualified Mental Health First Aider
- Co-ordinated support from a range of external organisations.
- For vulnerable pupils we offer a breakfast club, welcome days and transition events.
- Weekly Bereavement lunchtime club 'Memories'
- Lego Therapy
- Drawing and Talking therapy
- 'Ted' walks. Ted is our school walking dog.
- Boomerang Group resilience programme.
- EBSA programme to support students when they are struggling to come into school.
- Weekly Wellbeing assemblies

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile of anti-bullying procedures and policy through corporate posters, assemblies and events such as national anti-bullying week and using SEAL materials.
- Active listeners, including assistants and adults other than school staff to whom the victim may turn.

The school promotes and strengthens the pupil voice through:

- Timetabled meeting time for members of the school council.
- Consulting pupils about change and policy development.
- Pupil led assemblies.
- Child Voice to contribute to professional meetings about them and their families.

The school promotes the involvement of parents and carers in the life and learning of the school through:

- School has a Parent Support Advisor who works closely with parents who are experiencing difficulty that has a direct impact on their ability to parent. This can be for a number of reasons.
- School website has an area dedicated to Wellbeing with support for parents facing difficulty through links to services.
- Parent questionnaires.
- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events.
- Involvement in school trips and extra-curricular activities.
- Regular communication and involvement over pupil progress, behaviour and pastoral issues.
- Provide parenting courses (Solihull Approach) and coffee mornings.

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources.
- Recognising the background of individual pupils and their physical, social and emotional needs.
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships.

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- An exciting and varied range of extra-curricular events and trips.
- A balanced curriculum with opportunities for intellectual, physical and expressive development.
- Recognising a range of learning styles.
- Encouraging independence in resilience and learning.
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.
- Complete weekly wellbeing lessons to support pupils with self-esteem & confidence concerns.

The school enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes Citizenship and PSHE.
- Opportunities for pupil leadership through school council, student receptionist, Student run stationary shop.
- An emphasis on praise and reward.
- Opportunities for reflection and spiritual development through the wider curriculum (SMSC).

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week.
- Whole school training events, including Safeguarding.
- Access to appropriate external training.
- Consultation on training and support needs through regular review.

Roles and Responsibilities

- The promotion of Mental Health and Social Wellbeing and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team - Will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it to allow for a whole school approach.
- Governors - The Governing body has adopted this scheme and will assess and monitor its impact annually. There is a Safeguarding Governor Champion.
- Staff- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils- Pupils will be made aware of how the Emotional and Social Wellbeing policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring/Review

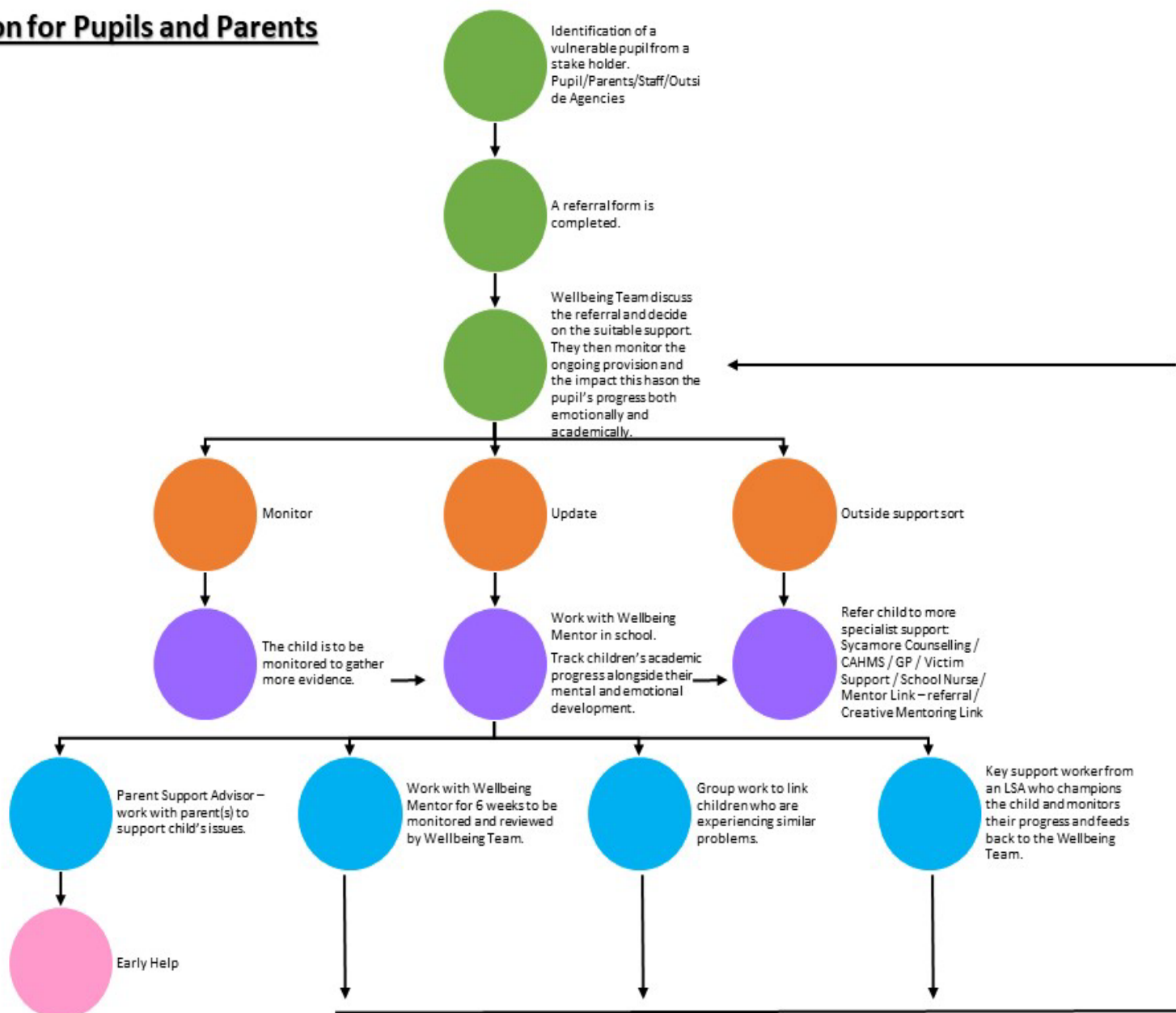
- Attainment and progress of pupils who are under the Wellbeing Team to be monitored closely by SLT and Governors.
- Weekly reviews of children and PSA meetings with parents to ensure all of the Wellbeing Team are up to date with any changes, progress or concerns. This helps a consistent approach to pupils, parent and carers as it also allows on-going discussions to ensure the best provision is available.
- Wellbeing team share information with key staff as they need to know it and as things change or develop.
- Wellbeing Team provide support to one another to ensure that no one member is solely burdened with a case.
- Headteacher meets with Deputy Head weekly to ensure that all concerns are shared.

Appendices

Dawn Ballard Parent support Advisor and Wellbeing Mentor Training

- September 2005 TA2 Qualification
- November 2007 HLTA Status
- July 2019 Family Support Worker Diploma Level 3
- August 2020 Level 3 Understanding Autism
- February 2020 DSL Training
- September 2020 Solihull Approach Training
- September 2020 Early Help Training
- November 2020 Prevent Training
- December 2020 Solihull Approach Understanding Attachment
- December 2020 Solihull Approach Understanding Trauma
- January 2021 Benefits of Good Routines and Boundaries
- January 2021 County Lines Digital Workshop
- February 2021 Self Harm Digital Workshop
- DSL Training Feb 2024
- Attendance Officer June 2024
- Brook Training April 2024
- Warwickshire Self Harm May 2024
- Boomerang March 2024
- Lego Therapy
- Domestic Abuse
- Self-Harm Suicide
- Anxiety / Depression
- Bereavement 3 Day Workshop Winstons Wish
- Understanding today's children
- Mental Health First Aid

Wellbeing Provision for Pupils and Parents



Chetwynd Junior School

'Chetwynd Junior School should be seen as an extension to the family'



**"Sometimes, real
S
uperheroes
live in the hearts
of small children
fighting big
B
attles."**

Wellbeing Referral Form



Please can you ensure that the referral is legible and written clearly to ensure clarity of information and effectiveness of review.

Child's Details

Name			
Class		Year Group	
DOB		Age	
Gender		Ethnicity	
Language			
Looked After Child	Yes / No		
Pupil Premium	Yes / No		
EHCP	Yes / No		

Referral Details

Name	
Job Title	
Date of Referral	

Reasons for referral

What are the child's current difficulties e.g. Low Mood, Anxiety? How is this impacting the child e.g. Sleep, Hygiene, Behaviour, Nutrition, Relationships, Home and Education?
School Observation:
How long has it been going on for?
What has been done to address these difficulties so far and by whom? Was it helpful? What other plans if any have been made?

WELLBEING TO COMPLETE

Are there any other agencies currently involved? (Please tick all that apply)			
RISE		Early Help	
Counsellors		Social Care	
Family Support Worker		Medical Team	
Paediatrician		Dietician	
Speech and Language Therapy		Connect 4 Health	
Other (Please Specify)			
Are there any other concerns historic/current within the Child/Young Person's home? E.g. Domestic abuse, neglect, parental or sibling mental health.			
Parent/ Carer perspective and consent:			
Are there any physical, learning difficulties or other concerns?			

Risk and Safety

What current risks are you aware of in relation to this young person?

Harm to Self

Recent Self Harm (Within the last 8 weeks)	
Current Suicide idealisation (Within the last 8 weeks)	
Neglect	
Diet restriction or control	

Useful Contact Numbers		
CAMHS Crisis	Whitestone Clinic Nuneaton CV11 4SG	024 76641799
Sycamore Counselling	12 Riversley Road Nuneaton CV11 5QT	024 76744544
IAPTS	Coventry and Warwickshire	024 76671090
RELATE Relationship counselling	Hatters Space Nuneaton	024 76225863
Mary Ann Evans	Eliot Way Nuneaton	024 76865440
REFUGE		0808 2000 247
Childline		0800 1111
Safeline Sexual abuse counselling		01926 402498
Family Information Service	Ansell Way Warwick	01926 742274
Guys Gift Bereavement Support	Oxford Street Leamington Spa	0845 4673035
Winstons Wish Bereavement Support		08088020021

Date of Issue	Completed by	Date of Review
May 2025	Dawn Ballard	May 2026