

St Thomas' CE Primary School Heaton Chapel



Mental Health and Wellbeing Policy

Date	Comments/changes
Adopted and agreed: February 2020	Updated in line with SMBC policy for Wellbeing
Adopted and agreed: February 2022	Updated to reflect changes in practice/procedures

Signature of Chair of Governors:

The vision for our school

Our whole school vision shapes all we do and all that we are and is rooted in our Christian ethos.

Jesus said.

“I have come so that you might have life, life in all its fullness.” (John 10:10)

“A new command I give you: Love one another. As I have loved you, so you must love one another” (John 13:34)

Our aim is to help everyone involved in our school community to be able to have life in all its fullness. This means not only equipping them with the skills and information to make informed choices about how they lead their lives but also in providing a caring, loving and supportive environment that allows each individual to develop personally and professionally. We really do aim to love our neighbour.

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. (World Health Organization)

The NICE definition includes:

- Being Happy and confident and not anxious or depressed
- Having the ability to problem solve, manage emotions, experience empathy, being resilient and attentive
- Having good relationships with others and not having behavioural problems – that is, not being disruptive, violent or a bully.

At our school, we aim to promote positive mental health for every member of our staff and for all pupils. We want everyone to feel that they belong to the school; we want everyone to believe in themselves and support each other; and we want everyone to become well rounded individuals who achieve their best for society. This cannot be achieved unless all members of our community are supported with their mental health. In addition to promoting positive mental health, we aim to recognise and respond to mental health difficulties. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant, and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental health difficulties.

The vision for St Thomas’ is that:

- Our children will be emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive.
- Our children will know when and where to go for support when faced with challenges and will be able to access that support when it is needed.
- Our children will be supported to lead happy, healthy and fulfilling lives.

- Our parents and carers will be given the skills and knowledge to understand and respond to the difficulties children / young people face and we will ensure that information, advice and support is readily available to them.
- Our staff team will be supported to protect and improve their own emotional wellbeing and will be equipped to identify and respond to low levels of emotional wellbeing in young people, parents and carers and fellow staff members.

Aims of this Policy

This policy sets out:

- How we promote positive mental health across the whole school community.
- How we prevent mental health problems for adults and children
- How we identify and support children and adults with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Where parents, staff and children can get further advice and support.

Policy Rationale

We know that mental health difficulties can lead to poor education and employment opportunities and to financial, social and health inequalities in later life.

Half of all mental illness starts by the age of 14 and 75% by age 18 – yet research shows us that up to half of all mental health problems could be preventable through early intervention.

The statistics for children and young people in Stockport clearly indicates a growing problem;

- Research suggests there are 4,000 5 to 16 year olds living in Stockport with a diagnosable mental health disorder.
- Stockport's child and adolescent mental health services have seen a steady increase in referrals

The picture for adults is equally worrying and will also impact on our school:

- 1 in 4 adults (56,000 people) in Stockport are likely to be living with a mental health condition in any one year.
- Around 5,000 people in Stockport claim Disability Living Allowance (DLA) because of a mental or behaviourally disabling condition.
- There are 26,000 people registered with a Stockport GP with a history of depression and there are 40,000 people registered with a history of anxiety.
- In 2017 survey by YouGov, 75% of teachers said that they have experienced mental or physical health problems because of their work and almost a third (29%) said that their work had made them stressed most or all of the time.
- Almost two thirds (64%) of those surveyed said that they would not feel comfortable disclosing mental health issues at work and 72% said they did not feel well supported at work in relation to wellbeing.

It is clear from these statistics that mental health issues amongst our children, families and school staff will be having an impact on our whole school community. For this reason we need to do our best as a whole community to address these issues as far as we possibly can.

What Impact does supporting Wellbeing and Mental Health Have?

Evidence about the impact of supporting wellbeing shows that it can have a positive effect on our children in school.

- Pupils who can set goals, manage stress and organise their schoolwork achieve higher grades;
- Pupils who use problem-solving skills to overcome obstacles do better academically.
- Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.
- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.
- Parents and carers who feel positive about their own wellbeing will be better placed to support their children and have a more positive affect on their child's development.
- Teachers who feel positive about their own wellbeing will enjoy coming to work, will teach with greater enthusiasm and generally interact more positively with the children and their colleagues.

Lead Members of Staff

Any member of staff who is concerned about the mental Health or wellbeing of a child or adult should speak to the mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead. If the person presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Louise Loynes – Designated Safeguarding Lead

Paul Campen – Infant Deputy and Designated Safeguarding lead

Chris Silk – Junior Deputy and Designated Safeguarding Lead

Emma Boardman – Lead Mental Health First Aider Junior department

TBC– Lead Mental Health First aider Infant department

Emma Boardman – Pastoral Lead and Restorative Approaches Champion

Natalie Wood– SEND Lead

Strategy

Our approach to Wellbeing and mental health is based on the Stockport model which is the same one used by Stockport CAMHS. We have adopted the principles set out in Stockport's Strategy for Improving Wellbeing in Education Settings and we have completed the self-assessment template that accompanies the Wellbeing Strategy.

We recognise that the relationships-based philosophy of Restorative Approaches within our setting will support and complement the following vision.

If applied consistently across the whole school community The Stockport Strategy aims to improve emotional wellbeing across Stockport's education settings, aims to tackle mental health problems of pupils with more serious difficulties and provide guidance to commission safe and effective emotional health and mental wellbeing interventions or services. Better staff wellbeing will lead to reduced stress, sickness and absence, improved teaching ability and performance. Better pupil wellbeing will increase happiness, a sense of purpose, connectedness and meaning

It provides a framework for education settings to follow that will enable schools to embed a whole system approach to emotional and mental wellbeing.

The Stockport whole school approach is not about staff in education settings becoming mental health experts but instead understanding their responsibility to make a positive impact on children and young people's emotional wellbeing and also the wellbeing of the whole school community.

The iThrive Model

The strategy looks at four different areas of need, based on the **iThrive** model which is used in Stockport's mental health services:

1. Thriving

This policy sets out how St Thomas' will enable pupils, staff and parents to **thrive** by:

- Enabling people to become emotionally healthy, confident and resilient
- Reducing risk taking behaviour and minimising harm
- Giving people the knowledge and skills to seek out support
- Offering a structured PSHE programme

2. Coping

This policy sets out how St Thomas' will enable pupils, staff and parents to **cope** by:

- Offering a range of self-help materials and signposting to services, as needed
- Promoting a safe, nurturing environment and positive behaviours
- Offering one-off / short term support from pastoral staff
- Offering a structured PSHE programme and utilising training and programmes offered in Stockport, e.g. LLTTF, Seasons for Growth and the Emotional Wellbeing Tool Kit

3. Getting Help

This policy sets out how St Thomas' will enable pupils, staff and parents to **'get help'** by:

- Providing access to in-setting support, such as school nursing and in-house counselling
- Referring pupils to Primary Jigsaw as needed
- Via the school nurse or GP, referring pupils to Healthy Young Minds as needed
- Signposting staff and parents to services as appropriate + referring staff to counselling/therapy services as appropriate

4. Getting More Help and Getting Risk Support

This policy sets out how St Thomas' will enable pupils, staff and parents to to **'get more help'** and / or **'get risk support'** by:

- Supporting pupils to access specialist services as required
- Supporting pupils to reintegrate into their setting's population after times of illness / attendance at alternative educational provision
- Having clear referral pathways with specialist services
- Having clear safeguarding and recording procedures in place and Having effective systems for liaising with Healthy Young Minds, School Nursing, other specialist services, pupils and parents.

Implementing the iThrive Model at St Thomas'

1. Thriving and Coping at St Thomas'

St Thomas' CE Primary School is a place where children and adults can **thrive**.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

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

In order to **thrive**, adults are given many opportunities to contribute to their life at school:

- Regular staff meetings that discuss wellbeing and have a clear procedure for communicating information to its whole staff team.
- The school is mindful of the timings and frequency of staff meetings, to promote both effective working and a healthy work-life balance.
- Staff are made aware of the Stockport Staff Counselling Service and know how to access it if required. Staff are also made aware of the wellbeing / support services in the borough and how to access them.
- Staff are given time to reflect on their role and are given opportunities to voice opinions and feel listened to in a supportive and restorative way.
- Staff are encouraged to, and given the opportunity to, complete online wellbeing training on the MindEd website.
- The school's designated wellbeing lead has regular opportunities to relay information on wellbeing work across the borough to the whole staff team.
- All staff have access to the Stockport Staff Wellbeing booklet; the Five Ways to Wellbeing are promoted throughout the school and there is a staff noticeboard to highlight wellbeing services and opportunities.
- Our school Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same.
- A mental health first aider will be trained to recognise worries and provide initial support
- A listening culture which promotes supportive relationships by way of explicit activities such as regular circles, check-in etc.
- All staff trained in Restorative Approaches and a structured PSHE programme, which follows Stockport's Spiral Curriculum and meets the needs of all pupils.
- All staff are able to contribute to decision making: the management structure and leadership ethos make this possible. Having two non-classed based Deputy Heads means that members of the Senior Management are always accessible.
- All staff take part in Lenten buddies and the Secret Santa each year

Practical actions to support new staff - All new staff will be given a school orientation by the SLT and will receive the staff induction pack/staff handbook. This will continue to include all important policies, or their location, and will include this policy on health and wellbeing. All staff will be made to feel welcome and given as much support as required. At the end of the

first week of employment, new staff will have a review with a member of the Senior Leadership Team (SLT) and a 3-month review interview with a member of SLT. Additional reviews may be scheduled at 6-months and/or a year.

Children

- Information on our website, on a school noticeboard and in the KS2 library about wellbeing – what it is and offers simple tools to support young people to improve their wellbeing. Pupils are aware of the Five Ways to Wellbeing.
- Children are allowed into classrooms at 8.45 to calmly prepare for the start of school at 8.55.
- Staff greet children at the gate each day providing a warm welcome, allowing us to spot any unhappy children and keep them all safe
- Daily worship to promote values such as community, compassion, perseverance, faith, trust and joy and helps pupils understand why these values are important to them.
- A ‘preparation not overkill’ approach to SATs to reduce stress. Pupils are consistently given the message that effort is valued rather than just results.
- We have a thriving school council from Y3 -6 which gives every KS2 pupil a voice. Formal elections are held every October and this helps children understand the value to society of democracy.
- Children contribute to the Christian Ethos of the school through the Ethos Group
- Opportunities for leadership roles such as Restorative Champions, Digital Leaders, Sports Ambassadors and Playground Buddies
- PSHE curriculum raises awareness of social issues and teaches strategies to cope with a wide range of challenging situations
- Children transitioning from Year 2 visit the KS2 building to explore layout and facilities, spending a day in the summer term with their new teacher being taught in their new classroom. Vulnerable KS1 children make extra visits with the Senior Learning Mentor.
- Parents can meet the Teachers at Year Group meetings at the start of each school year so that issues can be raised and anxieties reduced.
- Children in Year 6 transitioning to high school spend one transition day at their new schools while the other classes spend a day with their new teachers.
- Heads of Year 7 from our feeder high schools meet with our Year 6 teachers to discuss the needs of all individual children prior to transition.
- Christians in Schools Teacher leads a transition programme with our Year 6 children.
- All parents are automatically members of our thriving PTA and there are many social events throughout the year to keep them socially connected and involved with events.
- We support many charity events through the year to help children feel they are able to show compassion and bring about justice and change.
- Every class has Circles time on Friday afternoon to discuss current issues.
- Class dojo system to reward positive behaviour for a sense of achievement
- Weekly rewards for Star of the Week and Growth Mind-set encourage high standards of work, behaviour, perseverance and positive growth mind-set
- Interactive spiritual reflection area in each classroom for children to use when they need it
- Pupil performance tracking systems allow us to track the performance of individual children and vulnerable groups very closely
- Shout out board in staffroom and very active staff social events
- Forest school Training for staff
- The Wellbeing lead, Paul Campen, has attended The Wellbeing Tool Kit training

- Staff are encouraged to attend CPD opportunities including the middle Leader Training, the SENDCO award and subject lead meetings
- Our SENDco is non-class based allowing her to support staff and children whenever needed

2. Getting Help at St Thomas'

Warning Signs

School staff may become aware of warning signs which indicate a pupil, member of staff or other adult is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any possible warning signs should communicate their concerns with Senior Leadership and our designated Mental Health First Aider. Possible warning signs may 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
- Notification through Operation Encompass
- School will follow the procedure for identifying mental health needs as shown in the appendix A

For those who are **just coping or needing help** we offer the following:

- We practise Restorative Approaches to friendship and behavioural issues
- A Senior Learning Mentor who supports the welfare and progress of PP and SEN children in partnership with the school SENDCO
- A Mental Health Support Team worker/CAMHS worker in school all day on a Thursday – working with a maximum of 5 children at a time on a rolling programme – 8 week intensive low level CBT intervention
- Staff meet and greet vulnerable children at the gate each morning
- Worry boxes are located in each classroom for children to post any worries
- A prayer box in the main corridor for children to write prayers which are then used in assembly or St Thomas Church

- The St Thomas' Vicar leads spiritual act of worship each week on both sites.
- We are a Young Carers Bronze Award winner and currently working towards the gold award
- Domestic Violence intervention for Children (16 children involved)
 - Weekly Sparkle Groups for children with emotional needs which use a range of pastoral interventions for developing self-awareness self-esteem and resilience as well as a safe space to talk through issues – led by Pastoral lead
- Positive Parenting Sessions have been organised and parents given access to online training in Incredible Years
- School Age+ Worker, Kathy Howarth attends TAC TAS/TAF and has parent drop in sessions
- LEGO Club for vulnerable children and our Star of the Week certificate winners
- Social Services Hand overs at the gate for our looked after children
- Individual need assemblies (autism, NSPCC, etc.)
- Primary Behaviour Support service teacher in school every fortnight
- Targeted Provision for Positive Alliance
- School Nursing Service provided by school Nurse – Vicky Hudson
- Social Services support from both Manchester/Stockport services
- Healthy Young Minds (formerly CAMHS)
- Wellbeing notice board in each staffroom with ideas and advice
- Inclusion and Health Visitor Team
- 'Improve Your Wellbeing' resource books and library for staff
- Wellbeing interactive display board in staffroom
- A member of staff (Mr Campen) attended the Mental Health Tool Kit training and the toolkit is kept in the staffroom library area
- Mr Campen also trained as Mental Health Lead
- Two members of staff trained as Mental Health First Aiders and one teacher trained as a Mental Health Champion
- A nurture Group for each Year group with one session each per week led by the Outdoor Lead Mrs Haymes

3. Getting More Help or Getting Risk Support at St Thomas'

- While St Thomas' will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies.
- We have clear referral procedures and pathways in place and have effective links with the Psychology, School Nursing, Jigsaw and Healthy Young Minds services.

The named school nurse is *Vicky Hudson*

The named psychologist is *Madeleine Laird*

The named School Age Plus worker is *Kathy Howarth*

- We will complete Early Help Assessments as required and will work in partnership with other agencies, e.g. in Team Around the Child meetings.
- Our school has rigorous safeguarding procedures that align with all guidance produced by Stockport's Safeguarding Children Board. Notes of Concern are completed by staff and are regularly reviewed by the [SLT / DSL.]

For those children or adults who need more help or support to manage risks that they face we offer the following:

- Experienced DSL on both sites and a very clear procedure known by all staff for reporting safeguarding issues.
- CPOMS system to record all concerns and behaviour issues
- Referrals are made by completion of online form or telephone call. A record is kept of both methods. We use WEMWBS and SDQ. We use check ins and parental liaison
- Primary Jigsaw support
- Support from our School Age Plus Worker
- Referrals to Healthy Young Minds
- Clear emergency procedures for accidents, Fire and lock down known and practised by all staff and children each term
- Support from Stockport Without Abuse Services (Domestic violence)

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Disclosures by children and confidentiality

A pupil may choose to disclose concerns about themselves or a friend /parent/carer to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount, and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the school CPOMS system, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

The information should be shared with the Headteacher, Mental Health/Wellbeing lead or Mental Health First Aider via the CPOMS alerting system.

We should be honest with regards to the issue of confidentiality. If we believe it is necessary for us to pass on our concerns about a pupil then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and /or a parent, particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague (advice can be sought from the Mental Health and Emotional Wellbeing Lead, Paul Campen), or SLT on each site. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, the normal Safeguarding Processes will apply.

Working with Parents of Children with Mental health Needs

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions

as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know 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, 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 pupils safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.²

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.

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 our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Review

The head teacher is responsible for reporting to the governing body on how this policy is being implemented. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 2 years, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts [Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org](http://www.preventionofyoungsuicide.org.uk)

For general information and support

www.youngminds.org.uk champions young people's mental health and

wellbeing www.mind.org.uk advice and support on mental health

problems www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet

mental health need and affects the direct wellbeing of that person and the indirect wellbeing of others in contact with that person.

Appendix A

Procedure for Mental Health Need Identification and Support

If an emergency response is needed contact CAMHS immediately on 0161 902 3400 (South) or take the child to A&E if emergency occurs out of working hours.

Initial concern raised by the class teacher or parents at any time. Discussion with SENCo about behaviour displayed by pupil and how long it has been displayed for. Staff to log concerning behaviours.

SENCo to work with class teacher, parents and other agencies to identify if there is an underlying need e.g. SEND, safeguarding concern, change in circumstance, mental health need. Useful resource-The Three Houses tool.

Action plan for a half term/ approximately 6 weeks to be decided upon. Class teacher/SENCo to meet with parents and share action plan. Class teacher/SENCo to explain that following this period, we will review the pupil's progress.

SENCo to advise staff if assessment tool is needed e.g. EHA, Boxall Profile, SDQ. SENCo, class teacher and parents to consider whether a referral to another service or CAMHS is needed at this point or if in-class support, adjustments and intervention might be enough support initially. For referral to CAMHS the difficulty must be severe enough to negatively impact on the pupil's day to day functioning that is beyond support from the school nurse or EP for over a one month period.

SENCo and class teacher to monitor progress throughout support. If at any point during this time there are further or growing concerns, SENCo/class teacher/parents to reconsider external support.

SENCo and class teacher to meet following half term/6 week point. Has progress been made? If some progress has been made, consider whether the intervention should continue or whether the pupil can be removed from the concern list and monitored. If no or little progress has been made then SENCo to consider a referral to an outside service or CAMHS.

Class teacher/SENCo, if appropriate, to meet with parents again and discuss progress and next steps e.g. closely monitoring progress or referral to outside agency or CAMHS.