



Mental Health & Wellbeing - PUPILS

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| Policy written by: | J Smith |
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| Review due: | May 2024 |
| Agreed by Headteacher: | N Anderson |
| Agreed by Wellbeing Lead: | J Smith |



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Introduction

Leicester City Primary PRU aims to facilitate a healthy life in which both pupils and staff are supported in developing strength, resilience and resourcefulness to meet the challenges of everyday life. This policy sets out how the school promotes pupil wellbeing, with particular attention paid to their mental and emotional health which is at the heart of everything we do within our school community.

It is especially important to note that this is a responsibility shared by all, including pupils' parents/carers and the SEMH team who are responsible for referring the majority of pupils to our school. This goes alongside the many measures in place for identifying, monitoring and supporting anyone with mental health issues, and the school with facilitate professional support from medical professionals and external agencies.

The policy has been written drawing on the following specific guidance and material:

- Mental Health and Behaviour in Schools, DfE, November 2018
- Promoting Children's Mental Health within the Early Years and School Settings, DfES, June 2001
- Healthy Minds: Promoting emotional health and well-being in schools, Ofsted, July 2005
- Mental Health in Schools, Mark Prever, British Association for Counselling and Psychotherapy, 2006
- Counselling in Schools: a blueprint for the future, DfE, March 2015
- Keeping Children Safe in Education, September 2022
- Working Together to Safeguard Children, 2018
- The Education Staff Wellbeing Charter, DfE May 2021
- Character Education Framework, DfE Nov 2019

Purpose of a Mental Health and Wellbeing Strategy

At the heart of the aims and values of Leicester City Primary PRU is a commitment to allow each individual to thrive, becoming 'a first-class version of themselves, not a second-class version of someone else'. Having a strong sense of one's own identity and an assured self-confidence are integral to the provision of education at Leicester City Primary PRU.

We have a strong nurturing and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support. We take the view that positive



mental health is everybody's business and that we all have a role to play in supporting each other.

At our school we:

- Help children to understand their emotions and feelings better;
- Help children socially to form and maintain friendships and relationships;
- Help children feel comfortable sharing any concerns or worries;
- Promote self-esteem and ensure that everyone knows they matter;
- Encourage everyone to be confident and 'dare to be different';
- Help children understand that physical and mental health are of equal importance;
- Support children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment by:

- Promoting our school values and encouraging a sense of belonging;
- Promoting pupil voice and parent/carers voice, along with opportunities to participate in decision making;
- Celebrating academic and non-academic achievements;
- Providing opportunities for all to develop a sense of worth through taking responsibility for themselves and others;
- Providing opportunities for all to reflect and self-evaluate;
- Providing access for pupils to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches, eg our nurturing ethos, restorative practices;
- Support for pupils going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties, including attachment disorder;
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Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of everyone at Leicester City Primary PRU, staff with a specific, relevant remit include:

- Nicola Anderson – Designated Safeguarding Lead
- Jane Smith – Health and Wellbeing Lead
- Richard Hall – Health and Wellbeing Governor
- Krishna Sameja – PSHE Subject Lead
- Mairead Richards & Zaheera Omar-Davies – Mental Health First Aiders



- Zaheera Omar-Davies, Mairead Richards, Eleanor Blockley & Jane Smith – Deputy Designated Safeguarding Leads

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be guided and determined by the needs of the group at that particular time, but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We also encourage staff to be aware of their own mental health when teaching and ask them to seek support when they find a specific topic area difficult or if it triggers issues from their own personal lives.

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time activities
- Restorative justice work
- Managing feelings resources, eg worry boxes or worry monsters
- Behaviour Mentor interventions
- Therapeutic activities, including art, Lego, meditation, yoga, relaxation and mindfulness techniques
- Emotional Literacy Support Assistant (ELSA) interventions (See Appendix A)

Leicester City Primary PRU will make use of resources such as the Readiness for Reintegration scale to track wellbeing.

What will be taught to pupils?

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.



Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

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| Mental wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based |
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| | <p>activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of |



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| | <p>an active lifestyle.</p> <ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know:</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |



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| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle. |
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Identifying Needs and Warning Signs

Leicester City Primary PRU will use a range of strategies for both our pupils and our staff aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning or work
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil or other member of staff 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 communicate their concerns where appropriate. For example, a concern about a child might need to be discussed with the class teacher, the Wellbeing Lead or a Designated Safeguarding.

Possible warning signs include:

- Changes in eating or sleeping habits
- Becoming socially withdrawn
- Changes in activity or mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism.



Working with Parents

In order to support our parents' we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and social media accounts;
- Share and allow parents to access sources of further support, eg through the school nurse, workshops, leaflets etc;
- Ensure that all parents are aware of who to talk to, and how to get help if they have concerns about their child;
- Make our Mental Health and Wellbeing policy easily accessible to parents;
- Share ideas about how parents can support positive mental health in their children;
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this at home.

Working with Other Agencies and Partners

As part of our targeted provision at the Primary PRU we will work with other agencies to support children's emotional and mental health and wellbeing including:

- The school nurse;
- The SEMH team
- The LCI team
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health services)
- Counselling services eg The Laura Centre, Cruse
- Family support workers
- Therapists

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 in order to enable them to keep our children safe.

Further training opportunities are given to all our staff who require more in-depth knowledge about mental health and wellbeing issues due to the complex needs of



our children at the PRU. Additional CPD will be supported throughout the year as appropriate due to developing situations with our children.

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

Monitoring and Review

This policy will be reviewed every 2 years by the Wellbeing Lead and the leadership team.



Appendix A

At Leicester City Primary PRU School, we are committed to supporting the emotional health and wellbeing of our pupils. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone at times can face difficulties and experience challenges that can make us vulnerable. We understand that anyone of us may need additional emotional support. There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. Some children may have experienced trauma or bereavement that means they are not able to operate effectively at school with their friendships or learning and need additional support with their mental health and well-being to help them face these challenges we have introduced the ELSA programme.

ELSA stands for Emotional Literacy Support Assistant, in our school Mrs Zaheera Omar-Davies is the trained ELSA to assist our children.

The aim

- help children to understand their emotions and feelings better.
- help children to feel comfortable sharing any concerns or worries.
- help children socially to form and maintain relationships.
- promote self-esteem and ensure everyone knows that they are valued.
- enable them to think about their situation without feeling judged or criticised.
- encourage children to be confident and respect individuality.
- help children to develop emotional resilience and to manage setbacks.

ELSA

- relates to our school values- Be kind, Work Hard and Never Give up generating a sense of belonging.
- Involves recognising emotions, self-esteem, anxiety management, social skills, friendship skills, anger management, loss and bereavement.
- celebrates success and achievement in all areas of life.
- provides opportunities to develop a sense of self-worth through taking responsibility for themselves.
- provides opportunities to reflect.



We pursue our aims through:

- supporting pupils going through difficulties, for example, bereavement, breakdown of parents' relationship, changes at home or school, care system including adoption
- work to specific programme aims that are realistic for each child.
- planning sessions with objectives that build towards the child's programme aims.
- providing a reflective space where children are able to share honestly their thoughts and feelings, learn strategies to manage their needs and feel safe and secure within the school environment.
- helping children feel happy and safe in school and to reach their potential educationally.
- removing the barriers to learning in order to have happy children in school and at home.
- delivering sessions in a caring, supportive and fun way.
- finding ways to cope with their challenges by helping them build the skills that will help them be able to cope and work through the problems.
- giving the opportunity to talk about difficulties as they learn to apply with greater consistency the new coping strategies they have developed.

Lead Members of Staff

- Mrs Nicola Anderson – Head Teacher and Designated Safeguarding Lead
- Mrs Zaheera Omar-Davies – Deputy Head Teacher and Deputy Designated Safeguarding Lead
- Mrs Mairead Richards - SENDCo and Deputy Designated Safeguarding Lead
- Ms Jane Smith – Health & Wellbeing Lead and Deputy Designated Safeguarding Lead

Identifying Needs and Warning Signs

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Not having necessary school equipment with them (reading book etc)
- Change in their usual personality
- Changes in behaviour



How does a child enter the programme:

- Staff members / parents notify the school's ELSA, of children in their class who would benefit from this support. Once highlighted the lead members discuss which child would be suitable to gain the opportunity.
- Permission from parents is sought / referral form completed.
- A programme can last approximately a term however child with certain needs may require the sessions to continue.
- Half hour sessions take place once a week.
- The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills.
- In some cases, a different kind of work may continue more informally, involving a lower level of contact. Some pupils may need to regularly 'touch base' with the ELSA to review their progress. They may need the opportunity to talk about difficulties as they learn to apply with greater consistency the new coping strategies they have developed.

The ELSA will make use of resources available including:

- ELSA Network on-line resources
- Time to time activities
- Art and craft
- Games
- Stories / Social Stories
- Comic strip conversations
- Creating a positive environment
- A designated area has been allocated for the time the sessions take place providing;
- Calm and quiet
- A comfortable area to work a calm
- Books
- Games
- Posters

Keeping parents informed

Parents will be contacted either by letter or in person when their child is allocated a place. Working with parents gives the ELSA access to a valuable perspective but may also give parents greater insight into the needs of their child, leading to support at home that complements the work done in school. It gives us the opportunity to guide the parents towards organisations for further help should they need it.



Privacy

The following guidance does not apply to safeguarding issues, where the ELSA is obliged to share information out of concern for either the pupil's safety or the safety of others.

The ELSA will need to respect the privacy of pupils and their families. With the development of a trusting relationship, the ELSA may find that a pupil talks freely and in detail about incidents or situations that are troubling them. There may be times when the ELSA thinks it would be helpful for other members of staff to be aware of a child's concerns or a family situation. Sharing information will be done with sensitivity to the child and their families. It may sometimes be appropriate for an ELSA to talk with the pupil about what they would like to share and to secure their agreement so that their trust is maintained.

Training

The school ELSA has completed the full training and continues to attend ELSA supervision session once a term.

The school ELSA has the support of their line manager (the Head Teacher) as there may be times, they need to consult following a challenging session, as not everything can wait until the next supervision meeting.

It should also sit alongside child protection procedures.