

Lever Edge Primary Academy



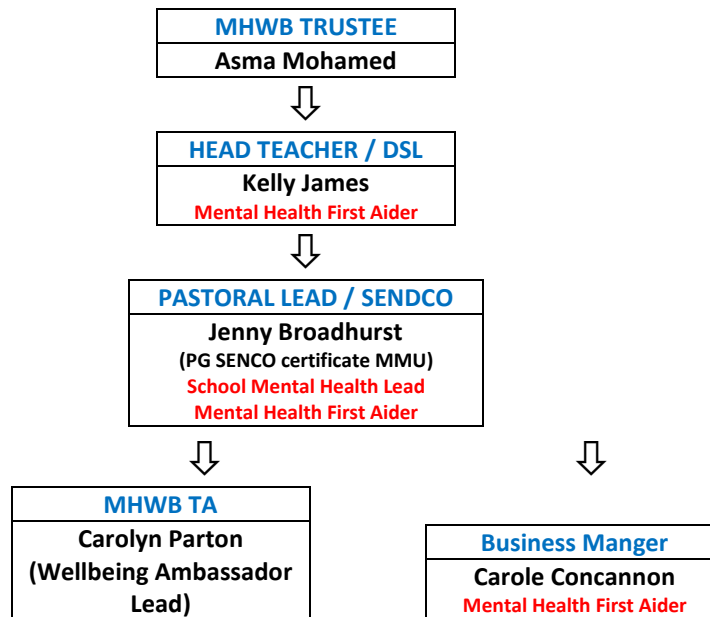
Mental Health and Wellbeing



Reviewed Autumn 2025



MENTAL HEALTH AND WELLBEING TEAM



Policy Statement

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 make a contribution to her or his community.

(World Health Organisation)

At Lever Edge Primary Academy, we aim to promote positive mental health for every member of our staff and all of our pupils. We pursue this aim using both whole school approaches and targeted approaches aimed at vulnerable pupils. By promoting positive mental health, we aim to recognise and respond to mental ill health, and promote a safe and stable environment for pupils affected, directly or indirectly, by mental ill health.

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Designated Safeguarding Lead in the first instance. If there is a fear that the child is in danger of immediate harm, the normal child protection procedures must be followed. If the child 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.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive emotional health, what affects their emotional health, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children, families and staff are valued
- Children and staff have a sense of belonging and feel safe

- Children and staff feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive emotional health is promoted and valued
- Bullying is not tolerated
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physical and mentally healthy

Purpose of the Policy

This policy sets out:

- How we promote positive emotional health for children, staff and families.
- How we identify and support children with emotional health needs.
- How we train and support all staff to understand emotional 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
- How we aim to minimise mental health problems

A whole school approach to promoting positive emotional health

We take a whole school approach to promoting positive emotional health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses seven aspects:

- Creating an ethos, policies and behaviours that support emotional health and resilience, and which everyone understands
- Helping children to develop social relationships, support each other and seek help when they need it
- Helping children to be resilient learners
- Teaching children social and emotional skills
- Early identification of children who have emotional health needs and planning support to meet their needs, including working with specialist services
- Effectively working with parents and carers
- Supporting and training staff to develop their skills and their own resilience

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.

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive emotional health, and to understand about protective and risk factors for mental health. Wellbeing is everyone's responsibility.

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with emotional health needs get early intervention and the support they need.

All staff should understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has an emotional health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with our Designated Safeguarding Lead or Deputy Safeguarding Leads.

Possible warning signs 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Wanting to miss PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

Supporting children's positive emotional health

We believe the school has a key role in promoting children positive emotional health and helping to prevent mental health problems. We feel strongly that this should initially be done through day-to-day interactions. Our school has developed a range of strategies and approaches including:

Pupil-led activities

- School Council
- Wellbeing Ambassadors

Transition programmes

- Transition visits for nursery
- Nursery visits/transition times for Reception children
- Welcome days/transition events for new pupils to EYFS
- Transition Programme from EYFS to Year 1
- Individual transition programme for children with special needs (where appropriate)
- Transition programme to secondary schools which includes all Year 6 children
- Children with SEND having a member of staff mentor to support a smooth transition to secondary school

Class activities

- Wellbeing teaching programmes based on Jigsaw and PSHE Association resources
- Ways to Wellbeing- how to support own wellbeing

- Using Worry Monsters to share concerns
- Colour Monster – how am I feeling today?
- Use of Forest School / Sensory area/ growing area

Whole school

- Broad and enriched curriculum
- Wellbeing weeks – whole school focus on doing things which make us feel good
- Enrichment days/Awareness days- Anti-bullying week, NSPCC
- Charity- focus on one charity from each of these: local, national, global
- School trips
- Displays and information around the School about positive emotional health and where to go for help and support
- Range of afterschool clubs where pupils can pursue interests or hobbies
- Wellbeing Ambassadors

Small group activities

- Lego Therapy
- Social skills group—to improve children’s communication skills around turn taking, dealing with issues, resolving conflict

1:1 Support

- Lego Therapy
- Drawing and Talking Therapy
- Bereavement Sessions
- Use of specific interventions/strategies such as, social stories
- Co-ordinated support from a range of external organisations such as iThrive, Bolton Lads and Girls Club, CAMHS, Educational Psychology Services, Paediatricians, Inclusion support Services, Family Support Workers, Health Visitors, School Nurse

Teaching about emotional health and wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about emotional health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1:

- To know that positive Wellbeing is ‘a healthy body and mind’
- Ways that they can look after their own wellbeing
- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people’s feelings.
- To form and maintain relationships
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.

- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- Wellbeing includes: 'mental, emotional, social and physical wellbeing'
- What positively and negatively affects their wellbeing and emotional health (including the media).
- Positive and healthy coping strategies to regulate their strong emotions such as frustration, anger and anxiety
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- To deal with and resolve conflict effectively and fairly
- About resilience and how to develop a 'growth mindset'
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- To be confident and 'dare to be different'
- We are all unique. We must respect differences
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.
- How to keep ourselves safe

Targeted Support

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 ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working with Children's Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.

- Agreeing an Individual Care Plan
- Providing a range of interventions
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it

Identifying, referring and supporting children with emotional health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

We tailor our intervention to the vulnerabilities of pupils on a yearly basis. An audit is carried out yearly with support implanted as appropriate.

Early Identification

Our identification system involves a range of processes. We aim to identify children with emotional health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Termly class wellbeing trackers identifying difficulties including attendance, punctuality, relationships, approach to learning, negative behaviour patterns, family circumstances, recent bereavement and health indicators
- Analysing behaviour and attendance
- Staff report concerns about individual children to phase leader Pastoral Lead via cause for concern sheet.
- Parental Wellbeing questionnaires carried out twice a year
- Gathering information from a previous school at transfer.
- Parental meetings
- Enabling children to raise concerns to any member of staff or through Worry Monsters
- Enabling parents and carers to raise concerns to any member of staff or using school parent communication email or Dojo system.
- Weekly Pastoral Meetings

Staff are aware that emotional health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental 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 advice. If there is a concern that a pupil is in danger of immediate harm, then the school's safeguarding procedures are followed. If there is a medical emergency, then the school's procedures for medical emergencies are followed.

Assessment, Interventions and Support

All concerns are reported to the Designated Safeguarding Lead and recorded. We then consider the level of need of that child and ensure they get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need Based on discussions by SLT meetings and staff, parents and children	Evidence-based Intervention and Support The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children for example	Monitoring
Highest need	<ul style="list-style-type: none"> • 1:1 or family support or treatment, consultation with school staff and other agencies. Referral to 'in school' Mental Health Practitioner. Other External agency support Other interventions e.g. Lego therapy • If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEND School Information Report. 	<p>Children needing targeted individualised support will have provision/interventions monitored, reviewed and evaluated to assess the impact and if needed a different kind of support can be provided.</p> <p>The support is overseen by the Pastoral Lead/SENCO.</p>
Some need	Access to in school, educational psychologist, 1:1 intervention, small group intervention	
Low need	General support E.g., class teacher/TA	

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 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 in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend should look out for (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

Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil's emotional health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's support. School has a Mental Health Practitioner who is employed by the NHS and is in school one afternoon a week. They are able to offer mental health support, advice and interventions.

School referrals to a specialist service will be made by the Pastoral Lead/SENCO following the assessment process and in consultation with the pupil (if appropriate) and his/her parents and carers.

SEND and emotional health

Persistent emotional health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need.

Involving parents and carers

Promoting emotional health

We recognise the important role parents and carers have in promoting and supporting the emotional health and wellbeing of their children, and in particular supporting children who do have mental health needs.

We ask parents to inform us of any emotional or mental health needs their child has and any issues that they think might have an impact on their child's emotional health and wellbeing.

To support parents and carers:

We provide information and websites on emotional health issues and local wellbeing and parenting programmes. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Signposting

We will ensure that staff, children and parents are aware of sources of support within school and in the local community, what support is available within our school and local community and who it is aimed at. We will share relevant sources of support for the children in a range of ways including assemblies and within relevant parts of the curriculum. We will regularly highlight sources of support to staff and families using a range of digital platforms and meetings/forums.

Involving children

We seek pupil's views about our approach, curriculum and in promoting whole school emotional health activities.

Staff Mental Health

We recognise that anyone can experience mental health issues for various reasons, which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, work load pressure, poor working conditions. To every extent possible, we aim to recognise and address cases of workplace pressures that contribute to mental health issues.

We aim to:

- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.
- Create pleasant workplaces
- Encourage communication

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 pupils safe. Staff will also consider issues of mental health and wellbeing within staff meetings, INSET days and by accessing wider training as appropriate.

This policy should be read in conjunction with the:

- SEND Policy
- The SEND Information Report
- Medical Policy
- Anti-Bullying Policy
- Staff Wellbeing Policy

Reviewed by Academy Board of Trustees:

Signed by Chair of Trustees: *J Shepley*

Appendices Appendix 1 Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experience of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • A whole-school approach to promoting good emotional health • Wellbeing seen as responsibility of all • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • Positive classroom management • A sense of belonging • Positive peer influences • Culture of pupil voice
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities