

Childwall Valley Primary school
Social, Emotional, Mental Health and Wellbeing Guidelines

Identification:

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the SEMHWPB coordinator in the first instance.

If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Merrison in conjunction with Mrs Hoos (SENCO).

Identification of Wellbeing would include staff observations focusing on any changes in behaviour, attention, presentation and consultation with parents will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings.

Daily Identification:

At CVP we are aware that there are children who do suffer with mental health and so we have implemented 'quick checks'.

Teachers can use a range of methods to identify this;

- In the younger years children are encouraged to place their photograph on the corresponding face to identify how they are feeling that morning or using our ROAR Rainbow numbered approach. If children are below a 7, each child is given the opportunity to have a chat with an adult.

Staff Identification:

It is recognised at Childwall Valley that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. An open-door policy to senior leadership and SEMHWPB coordinators is always made available if staff are in need of speaking to someone about any issues of concern.

Brighter Horizons are also available to all staff, this is confidential and the Headteacher will make this referral.

Procedure for Concern in relation to mental health issues:

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, they should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on CPOMS and referred to the SEMHWPB coordinator and/or the designated safeguarding lead.

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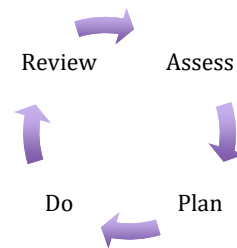
Confidentiality:

We should be honest with regards to the issue of confidentiality if this be talking to children or adults. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

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

Graduated Approach SEMHWP Children

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with SEMHWP. (**See Schools** Teaching & Learning Policy)

A four-part cycle will be taken to support children with SEMHWP in our school

Assess: In identifying a child with SEMHWP at the earliest possible opportunity, the class teacher in co-ordination with the SEMHWP coordinator will identify and audit the needs of the child. Where possible taking into account the parents/carers and child's views.

Plan: Where it is appropriate to provide children with SEMHWP support, the SEMHWP coordinator, Class Teacher, Parents/Carers and Pupils will agree on adjustments to or intervention to be provided. Expected impact will be established along with a review date. This information will be recorded in a personal plan and all teaching and support staff working with the child will be aware of the plan.

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Do: The class teacher will be responsible for the support given to children and where children are working with a teaching assistant/specialist teacher outside of the class the Class Teacher will plan and liaise with such staff in order to monitor and assess progress.

Review: The class teacher, working with the SEMHWP coordinator, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

Working with All Parents and Carers:

Parents are often very welcoming of support and information from the school about supporting their child's emotional and mental health. We are aware that some parents may have SEMHWP issues themselves. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website for both children and parents.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child or indeed themselves.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children and themselves.
- Keep parents informed about the mental health topics their children are learning about.
 - Brighter Horizons is also available to parents and carers of our children.

Staff Training and CPD:

As a minimum, all staff have received training about recognising and responding to mental health issues.

The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to 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 the Head Teacher, who can also highlight sources of relevant training and support for individuals as needed.

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Interventions:

All teachers are responsible for every child in their care, including those living with SEMHWP. Teachers should be aware of the interventions each child receives. If it is thought there is a problem the class teacher is responsible for informing Mrs Merrison or Mrs Rawsthorpe for a review of the child's intervention programme.

How we are supported:

At CVP we will do all that we can to promote the Health and Wellbeing, including mental health, of all who learn and work here. We have an open-door policy. The Senior Leadership Team, Mrs Merrison and Mrs Rawsthorpe encourage an atmosphere where all staff members feel comfortable asking for help or raising concerns.

The Mental Health Lead and Deputy should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

Outside agency support:

Where additional, professional advice is required, the school has contacts with Occupational Health Professionals (any discussions with Occupational Health will be reported to the Head Teacher) and Human Resource experts.

The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and wellbeing.

Any problems discussed with Mrs Merrison or Mrs Rawsthorpe will be shared with the Head Teacher.

CVP Phased Response to children with SEMHWPB difficulties

Phase 1 Quality First Teaching

Whole class QFT to take part in PATHS lessons/PSHE scheme, reading sessions and role-play sessions.
Whole class to have access to the calm down boxes, worry boxes, sensory snacks, Elsa resources (www.elsa-support.co.uk, all resources are organised into phases on shared drive). Behaviour policy, clear consistent rules ROAR and SEND ROAR approach. Resili-ants and Resilient Ralph. Positive reward systems - Gems in jars, Class Dojo's, celebration assemblies.
Whole class to take part in daily identification of emotions using any of the methods listed on page 1 of this guidance but in particular our ROAR Rainbow, thermometer and other ROAR resources. Well-Being Ambassadors, ROCKETS, Rainbow Bench, calm down boxes.

Phase 2 Additional Needs

Class teacher has identified needs or struggles of a child during phase1. Group support - flexible interventions.
Intent - Class teacher will use SDQ Assessment to unpick and identify the needs of the child to inform and **implement** interventions to be put in place to give the child the greatest **Impact**.
Resources or techniques are put in place personalised for a child using Pupil Support Plan's in consultation with parents and SENCo/SEMPHWPB co-ordinators.
The child would take part in small group interventions such as: games, self-esteem building, additional intervention with TA or class teacher and Phase 2 ELSA resources or pastoral leads.

Phase 3 Higher Needs

The child needs 1:1 support in school using resources and techniques personal to that child. This support could come from a teacher or TA or pastoral lead. behaviour plans, home school dairy, lunchtime support, visual prompts, IPAD apps,
This could include using the books listed in our resources appendix. This could be Time for Tranquillity with an adult, talking, listening, doodling, journaling, listening to calming music, using ipad apps or emotion, anxiety, bereavement resources. Lego therapy, social skills, social stories, emotion coaching, self-esteem.

Phase 4 Complex Needs

The child requires outside agency support. Teachers, SENCo, SEMHWPB co-ordinators and parents together discuss the next stage of support for the child.
This could involve Seedlings, CAMHS, Brighter Horizons, MYA, GP, Mermaides, Education Phycologist other councillors or charities.

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Resources Appendix

<u>Resources</u>	<u>Details</u>
Books	The Very Hungry Worry Monster You're a Star: A Child's Guide to Self-Esteem No Worries! Mindful Kids: An Activity book for children who sometimes feel anxious or stressed The Boy, The Mole, The Fox and The Horse Don't Worry, Be Happy: A Child's Guide to Overcoming Anxiety Please see the whole booklist on the shared drive.
Elsa Resources	Else Resources are organised into Phased according to our Phased Response to children with SEMHWP difficulties on our shared drive
SEMHWP interventions:	<u>Nurture Game: Opening up communication</u> sharing thoughts and feelings and practise offering praise to themselves and others. <u>Lego Therapy:</u> LEGO®-based therapy is a structured, group intervention designed to help children learn and practise social skills. It is a collaborative, play based social skills intervention for children with autism and related conditions. <u>Stoke Speaks Out:</u> EYFS, Helps with speech and language, turn taking and identifying emotions. <u>Pastoral service:</u> We have 3 pastoral leads who offer the opportunity for children to discuss worries or anxieties on a one to one bases, these leads have had training from MYA colleagues that come into our school.
Sensory Breaks	A sensory break is when children benefit from taking a break from seated learning activities It is a time for them to gain the sensory input they need in their bodies to stay alert, on task, and focused. They can also help calm the mind or release anxieties.
Calm down Boxes	Each class has their own calm down boxes with resources to help children focus, calm down or help

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	with stress releases.
Worry Monster /Worry Boxes/jars	Children or classes can have worry boxes where children can write, draw, speak into a worry box to release the worries from their minds.
Sensory Resources	Fiddle toys, weighted blankets, balls, peanut ball...
Sensory Space	There is a sensory space in foundation with calming lights and lamps. This is a calming space children can go to relax, calm down or take time out. There is also a Sensory space for whole school use.
Doodle sketchbooks	Mindful Doodle Books helps to relax, find focus, and creatively express emotions through mark making or art work.
Journals	Journals can relieve stress is by helping children work through feelings. Journaling can be a powerful tool for examining and shifting thoughts from their minds to a page where they can then assess and refocus.
Ipad apps	Mindshift MindMoose HeadSpace Kooth Teachers will need to ask technician to download these apps to children's Ipads.
External Agencies	YPASS CAHMS Seedlings Brighter Horizons MYA ADHD Foundation
Support, guidance,	Healthy Young Minds

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referral and target settings from outside agencies	<p>Education Psychologist SEMH Team Pastoral Service CAHMS Seedlings MYA School Nurse Mind mind.org.uk InfoLine: 0300 123 3393 The Mind InfoLine can help you find specialist services in your area. Helplines and listening services Samaritans www.samaritans.org 24 hours a day, 365 days a year. Call 116 123 (free from any phone).</p> <p>Shout www.giveusashout.org For immediate support text SHOUT to 85258 to chat by text to a trained and supervised volunteer. Free, confidential and available 24 hours a day, 365 days a year. For more options, visit the Helplines Partnership website for a directory of UK helplines: www.helplines.org/helplines</p>
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Audience	Organisation	Website	Services offered
Anyone	Mind	mind.org.uk	<ul style="list-style-type: none"> • information resources • online peer support community • information and legal lines • network of around 120 local Minds across England and Wales, delivering a range of community-based peer support, advocacy and support services
	Mental Health Foundation	mentalhealth.org.uk	<ul style="list-style-type: none"> • conducts practice-informed research, disseminating resources and learning • champions mindfulness through the BeMindful resource and directory
	Rethink Mental Illness	rethink.org	<ul style="list-style-type: none"> • network of 140 peer support groups • over 200 services, including supported housing, one-to-one help for carers, and group activities for people leaving hospital
	Time to Change	time-to-change.org.uk	<ul style="list-style-type: none"> • social movement to change attitudes and behaviour towards people with mental health problems to improve • works in schools, workplaces and the community
	Sane	sane.org.uk/what_we_do	<ul style="list-style-type: none"> • helpline and textcare • online support forum
	NHS England	england.nhs.uk/mental-health	<ul style="list-style-type: none"> • see website for details of services
	NHS IAPT (Improving Access to Psychological Therapy)	NHS IAPT service search	<ul style="list-style-type: none"> • see website for details of services
	Hub of Hope	hubofhope.co.uk	<ul style="list-style-type: none"> • a national mental health database, bringing help and support together in one place, with a focus on grassroots organisations
LGBTQ+	Switchboard	switchboard.lgbt	<ul style="list-style-type: none"> • helpline: 0300 330 0530 (10am to 10pm every day) • messaging and email service

Men	CALM	thecalmzone.net/help/get-help	<ul style="list-style-type: none"> • helpline and webchat open daily, 5pm to midnight, for anyone who needs support
	Movember	uk.movember.com	<ul style="list-style-type: none"> • see website for a range of services and projects aimed at combatting premature death in men from suicide, prostate and testicular cancer
Under-25s	The Mix	themix.org.uk	<ul style="list-style-type: none"> • one-to-one chat and messenger services • discussion boards • information
Veterans	Combat Stress	combatstress.org.uk	<ul style="list-style-type: none"> • specialist treatment programmes • peer-to-peer support groups • helpline
Condition-specific	Anxiety UK	anxietyuk.org.uk	<ul style="list-style-type: none"> • self-help group • support to access therapy
	Bipolar UK	bipolaruk.org	<ul style="list-style-type: none"> • online peer support groups • regional support groups
	Beat	beateatingdisorders.org.uk	<ul style="list-style-type: none"> • online peer support groups • regional support groups
	Gamcare (gambling problems)	gamcare.org.uk	<ul style="list-style-type: none"> • helpline: 0800 8020 133, 8am to midnight, seven days a week • live chatroom etc (see website for full details of services)