



Scarcho Infants' School & Nursery

*where we **play**, **learn** and **grow** together*



WELLSPRING

We Make A Difference



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We Make A Difference

Social, Emotional and Mental Health Policy

September 2024

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1.0 Policy Statement

At *Scartho Infants' School and Nursery*, we are committed to promoting positive mental health and emotional well-being to all children, their families, members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy was written in consultation with staff, Governor and Compass Go Link worker.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Scartho Infants' School and Nursery approach to promoting mental health and emotional well-being.

It should be read in conjunction with other relevant school policies.

This policy should be read in conjunction with our Safeguarding and Anti Bullying policies. It should also be read with our medical policy in cases where a child's mental health overlaps with or is linked to a medical condition and the SEND policy where a pupil has an identified special educational need.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and children.
- Create a culture of wellbeing and inclusion.
- Foster a positive atmosphere in school, where children feel able to discuss and reflect on their own experiences with mental health openly.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health in children and adults.
- Enable staff to understand how to support when working with people with mental health issues.
- Provide the right support to children with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Provide the right support to adults with mental health issues, and know where to signpost them for specific support.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around the school.

4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the positive mental health of children and adults throughout the school and for understanding risk factors, however, key members of staff have specific roles to play:

Glyn Rushton – Head Teacher - Designated Safeguarding Lead and Co-Mental Health Lead

Sarah Laister – Assistant Head Teacher – Deputy Designated Safeguarding Lead and Pastoral Lead

Sara Dunks – Special Needs Co-Ordinator (SENCO) and Deputy Designated Safeguarding Lead

Diane Pykett – ELSA and Pastoral Support and Co-Mental Health Lead

- If a member of staff is concerned about the mental health or wellbeing of a child or staff member, in the first instance they should speak to Glyn Rushton (DSL) or Sarah Laister / Sara Dunks (DDSL) and log this on CPOMS.
- If there is a concern that the child is high risk or in danger of immediate harm, the school's child protection procedures should be followed and Glyn Rushton, Sarah Laister or Sara Dunks should be alerted immediately.

- If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents/carers, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

(See Appendix I)

6.0 Teaching about mental health

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included as part of our Personal Development curriculum and our SCARTHO Citizen values.

We follow the guidance issued by the PSHE Association which prepares us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

Incorporating this into our Personal Development curriculum at all stages is a good opportunity to promote children's well-being through the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing children who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges.

(See Section 14 for Supporting Peers and/or colleagues)

7.0 Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services.

We do this via email with regards to any up and coming training or awareness opportunities, the school newsletter, ClassDojo and website. We will share and display relevant information about local and national support services and events through one or all of these medias.

The aim of this is to ensure parents/carers, staff and children understand:

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

8.0 Support in school and in the local community

Support in School

See Pyramid of need for steps for support in school

Local Community Support

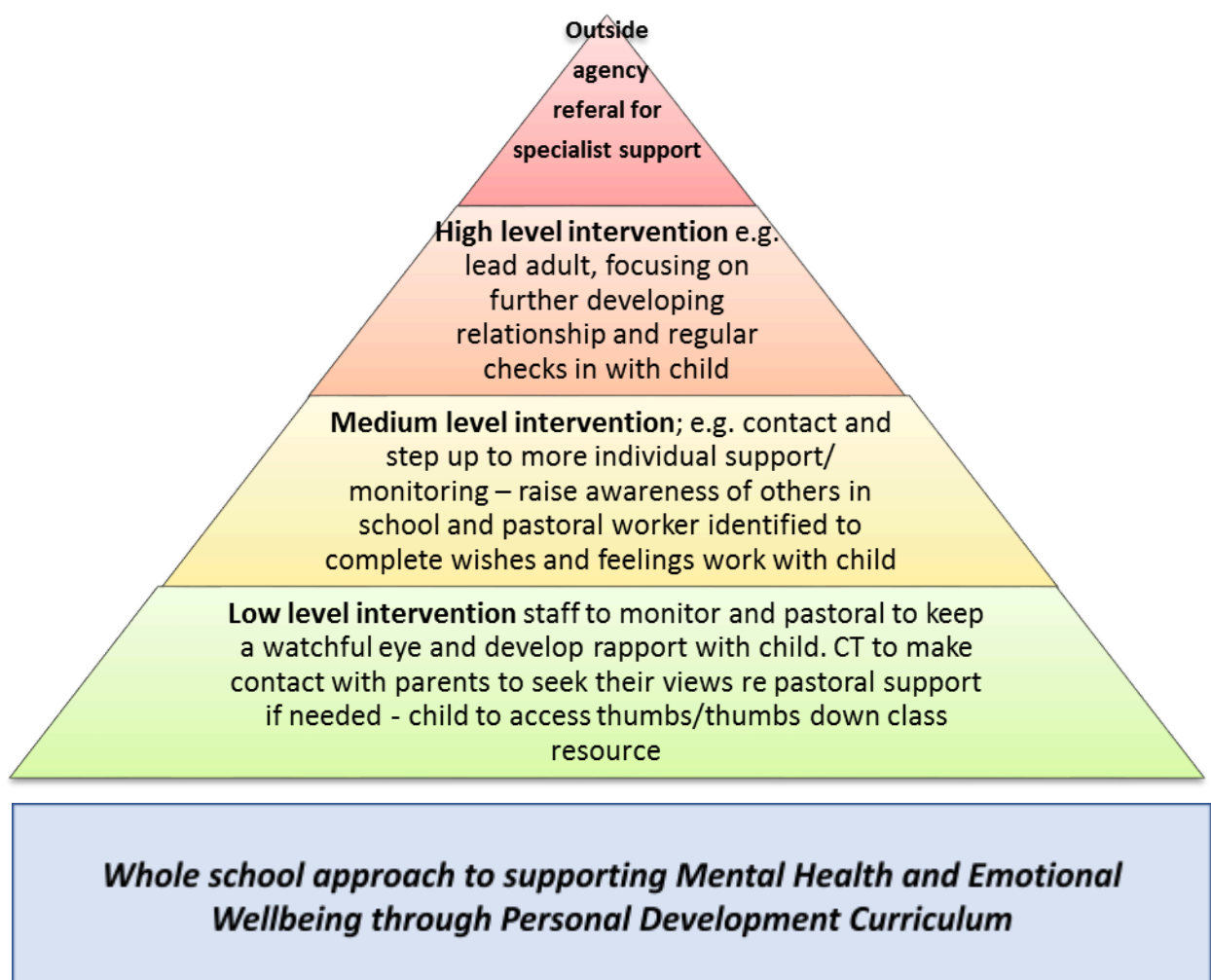
In North East Lincolnshire, there are a range of organisations and groups offering support, including groups of providers specialising in different areas to reduce the range of mental health issues through prevention, intervention, training and participation.

See Appendix III for a comprehensive list of websites, apps and contacts which can be accessed by children and adults to help them to manage their mental health and emotional well-being concerns.

Steps for supporting 'Children' in school 'Pyramid of Need'

contributing factors

Safeguarding - Special Educational Needs - Looked After Children - Free School Meals – EAL - Pupil Premium

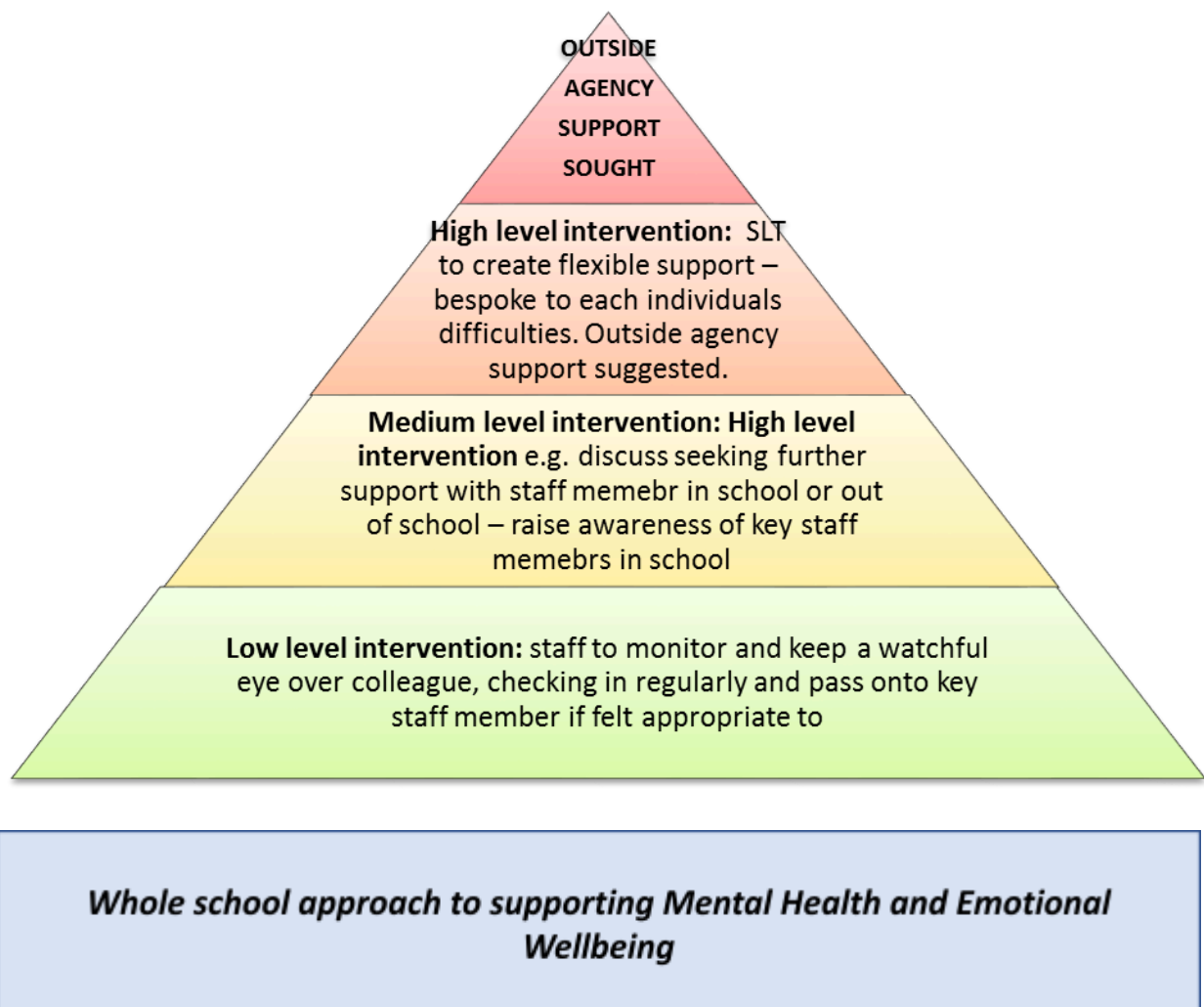


Possible warning signs

Attendance, punctuality, relationships, approach to learning, physical indicators, negative behaviour patterns or a change to behaviour patterns, family circumstances, recent bereavement, health indicators

Steps for supporting 'Staff and Adults' in school 'Pyramid of Need' contributing factors

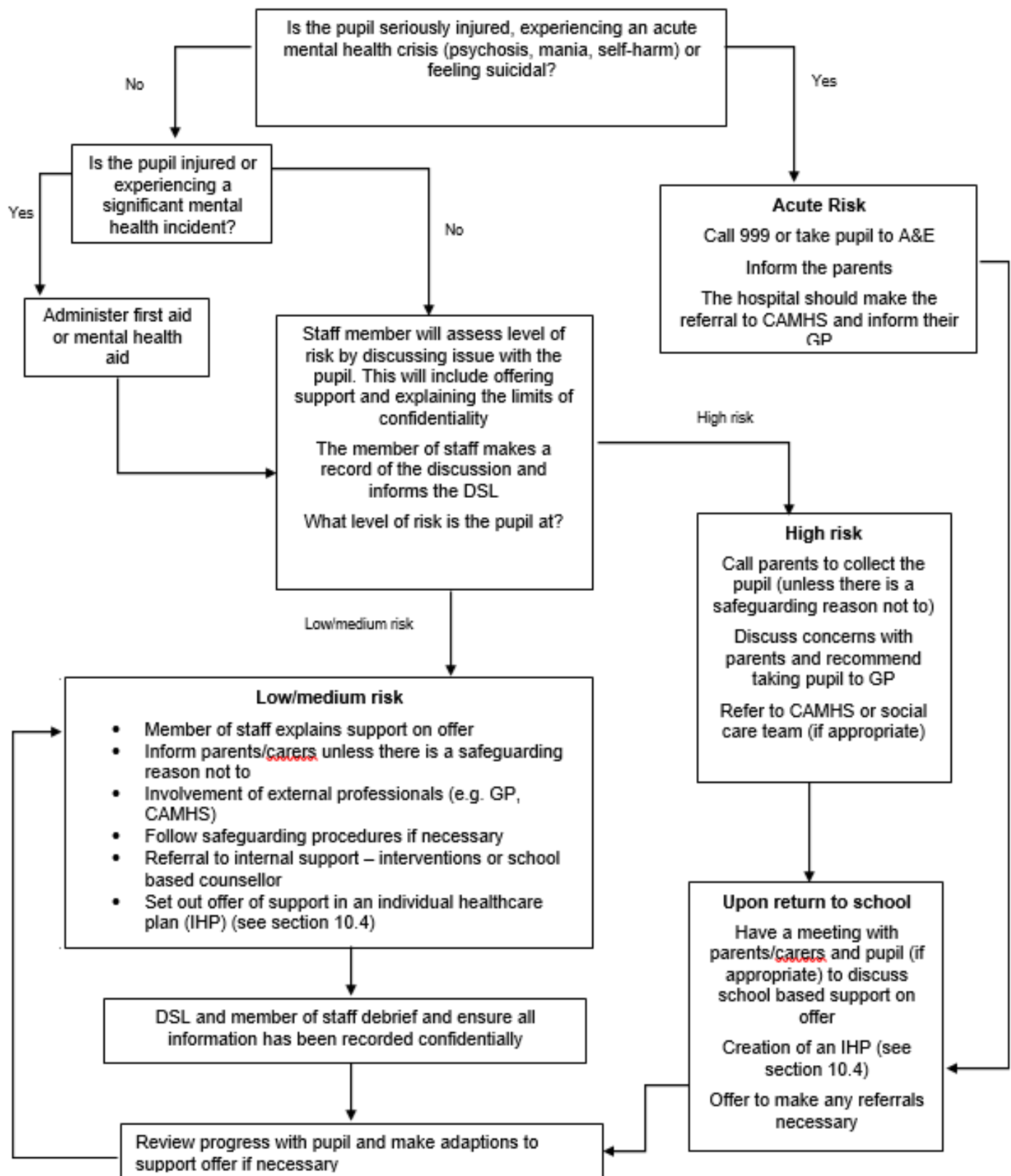
Burnout, Lack of downtime, Bereavement, Illness, Stress and Anxiety, Childcare issues, Financial issues, Social isolation, Mental health difficulties in the past



Possible warning signs

Changes in eating/sleeping habits, becoming socially withdrawn, changes in mood, expressing feelings of failure, repeated physical pain or nausea with no evident cause, increase in lateness or absenteeism.

6. Procedure to follow in a case of acute mental health crisis



9.0 Warning Signs

Staff may become aware of warning signs which indicate a child or co-worker is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert a key member of the staff. (see section 4.0 Key staff members)

Possible warning signs, which all staff should be aware of 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 – or enthusiasm in tone of voice
- Changes in attitude in lessons or academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, anxiety, worthlessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Changes in levels of personal hygiene
- Skipping PE or getting changed secretly
- Poor attendance or punctuality
- Repeated physical pain or nausea with no obvious cause
- Covering parts of body that they wouldn't have previously
- Physical injuries that appear to be self-inflicted

10.0 Targeted support

We recognise some children and adults 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 mental health services, those who have experienced a life-changing event, those who have experienced the loss of a loved one, those who are finding it difficult to manage their time (work/life balance), those living with a mental illness and those living in households experiencing domestic violence.

As a school, we work closely with school nurses, Compass Go and Young Minds Matter (YMM) in supporting the emotional and mental health needs of school-aged children and they are equipped to work at community, family and individual levels. **Their skills cover ‘identifying issues’ early, determining ‘potential risks’ and providing ‘early intervention’ to ‘prevent issues escalating’.**

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

- Identifying the child via parent/carer or child’s concern passed on, teacher concern, social, emotional and/or behavioural changes
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with our local services – YMM and Compass Go - and other possible agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Agree an Individual Care Plan as the first stage of a ‘stepped care’ approach;

Providing a range of interventions for children that have been proven to be effective, according to the child’s needs;

- Circle time approaches in class and/in small group work
- Managing feelings resources for e.g class ‘Feelings Chart’.
- Ensure access to pastoral care and support – key worker to be identified and discussed with Pastoral Team
- Wishes and feelings work with pastoral team
- 1 to 1 support or wellbeing groups with pastoral team
- Targeted use of therapeutic activities including art, lego, relaxation and mindfulness techniques

Any support offered should take account protocols regarding confidentiality. Any intervention or support will be regularly monitored and reviewed.

Providing a range of interventions for adults and staff that have been proven to be effective, according to the need:

- Provide opportunities to build relationships, particularly for those who may find it difficult to seek support when they need it
- Provide clear and consistent information about the opportunities and support available for them to discuss personal issues and emotional concerns.
- Any support offered should take account protocols regarding confidentiality

11.0 Managing disclosures

If a child or adult chooses to disclose concerns about themselves, or a friend/colleague, to any member of staff, the response will be calm, supportive, non-judgemental and reassuring.

Staff will focus on the pupils emotional and physical safety rather than trying to find out why they are feeling that way or offering advice.

All disclosures should be recorded confidentially, onto CPOMS for children and for adults in their personal file.

(see Appendix II for adult disclosure/support)

12.0 Confidentiality

Staff should not promise that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

If a member of staff feels it is necessary to pass on concerns to either someone within or outside of the school, then this will be discussed first. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained first, however, there may be instances when information must be shared, such as a child/adult who is in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the child/adult. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parent/carer/family member must always be informed, but child/staff member may choose to tell their parent/carer/family member themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parent/carer/family.

If we are given reason to believe that someone within the school is at risk, or there are child protection issues, parents/carers should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parent/carer/family member/professional/service

If it is deemed appropriate to inform parent/carer/family member there are questions to consider first:

- Can we meet with the parent/carer/family member face-to-face?
- Where should the meeting take place – some parents/carers/family members are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – child, staff, parent/carer/family member etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent/carer/family member, hearing about their loved ones issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent/carer/family member to reflect and come to terms with the situation.

Signposting family to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parent/carer/family member have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed to are added to CPOMS for a child. For adults this is recorded on 'Mental Health and Emotional wellbeing disclosure report'. (see appendix II)

An 'Individual Care Plan' will be created if there is outside agency involvement (see appendix I)

13.2 Supporting parents/carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parent/carer/family member to promote emotional health and wellbeing by:

- Ensuring parent/carer/family member are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parent/carer/family member to develop their support skills. This may involve providing information or offering small, group-based programmes run by community nurses

(such as school nurses and health visitors) or other appropriately trained health or education practitioners; dependant on age of person needing support.

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents/carers 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 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

15.0 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 children safe. Key Staff member/s will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd 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.

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 Key Personnel named in 4.0 who can also highlight sources of relevant training and support for individuals as needed.

All staff will have Level 1 Mental Health Training and the DSL and Pastoral support assistant will have Mental Health Lead qualification. All staff will also have Anti-Bullying Training. Our Pastoral support assistant is also ELSA trained. An ELSA in a school is an Emotional Literacy Support Assistant. Examples of things covered on the training are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **30/09/2026**

In between updates, the policy will be updated when necessary to reflect local and national changes.

This is the responsibility of Glyn Rushton – Head Teacher

Any personnel changes will be implemented immediately

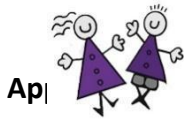


Individual Care Plan (ICP)

(for children or staff member with mental health/emotional wellbeing concern)

Name:	Date:
Concern: (situation/condition/diagnosis)	
Referral for support: Yes / No	
CAMHS/ Compass Go / YMM / Doctor / School Nursing team	
State other:	
Medication Yes / No (if yes, state any possible side effects)	
Receiving treatment/support? Yes / No	
Advice for staff: (special requirements/strategies and necessary precautions)	
Who to contact in an emergency:	
Parent/carer/family member involvement and review arrangements:	

Review Date:		
Signature of person present and role		
Signature of person present and role		
Signature of person present and role		
Signature of person present and role		



Mental Health and Emotional Wellbeing Disclosure Report



Name of person in need of support:
Date:
Name of member of staff disclosed to:
Nature of the disclosure and main concern/s:
Advice given: (special requirements/strategies and necessary precautions)
SLT agreed steps:
Parent/carer/family member involvement:
Review arrangements:

Review Date:		
Signature of person in need of support		
Signature of person present and role		
Signature of person present and role		
Signature of person present and role		
Signature of person present and role		

Appendix III

Local Support Services

North East Lincolnshire Council Wellbeing Service



The Wellbeing Service (01472 325500)

Providing 1:1 support in the following areas:

- Mental and emotional wellbeing
- Healthy eating
- Weight management
- Physical activity
- Building confidence
- Improving relationships
- Money

<https://livewell.nelincs.gov.uk/your-wellbeing/wellbeing-service/>

Improve your health and wellbeing now. If you want to arrange a meeting with member of our team or would just like to speak to someone about your options, get started now and complete a wellbeing service referral or give us a call on 01472 325500.

LiveWell Website

LiveWell website can help you find the right advice and support for your health and wellbeing, which includes an online wellbeing check-in tool.

<https://livewell.nelincs.gov.uk/>



Navigo deliveries a wide range of high quality health and care services across North East Lincolnshire.

<https://www.navigocare.co.uk/our-services/community-services/open-minds/open-minds-referral-form/>

If you need **urgent** support, The Crisis Team can be contacted 24/7:

01472 256256 (option 3 for mental health)

Helpful Websites

Emotional wellbeing

[Every mind matters](#) - Created by Public Health England gives tips and advice on how to manage mental health developed by experts approved by the NHS

[Mental health in the workplace](#) - Developed by ACAS details the law and the duty of care of employers in relation to mental health and how employers can promote positive mental health at work

[Workplace anxiety and work related anxiety](#) - Developed by ACAS details what causes workplace anxiety and what steps employees can take

5 ways to wellbeing

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

- **Connect** with people around you
- **Be active**; discover physical activity you enjoy
- **Take Notice**; appreciate what matters
- **Keep Learning**, set a challenge and enjoy achieving it
- **Give** do something nice for a friend



Mental health and wellbeing support:

- [Navigo](#) (01472 256256)
- [Open Minds](#) (01472 625100)
- [Mind](#) (01472 349991)
- [Samaritans](#) (116 123)
- [Schools in Mind](#)
- [Mentally Healthy Schools Mindful Teachers Education Support](#)

Bereavement services:

- [Cruse](#) (01472 432000)
- [NEL Bereavement Support Service](#) (01472 250623)

Domestic abuse:

- [Women's Aid NEL](#) (01472 575757)
- [Humberside Police](#) (101 or 999 for emergencies)

Stop Smoking:

- [Wellbeing Service](#) (01472 325500)
- [NHS Smokefree](#) (0300 123 1044)

Alcohol and substance misuse:

- [We Are With You](#) (01472 806890)

Coping with debt:

- [The Money and Pensions Service](#) (0800 138 7777)
- [National Debtline](#) (0333 880 3165)
- [Step Change Debt Charity](#) (0800 138 1111)
- [Citizens Advice](#) (0808 2505 701)

Sexual health:

- [Virgin Care](#) (0300 330 1122)
-

Self Help Resources

www.kooth.com – an online counselling service which is free and confidential

www.mind.org.uk is a national organisation which offers online information and resources. Self-help guides can be downloaded and are free

www.moodjuice.scot.nhs.uk is an NHS website with free printable self-help materials based on CBT and other evidence based therapeutic interventions.

www.youngminds.org.uk is a charity focused on children and young people's mental health. They have a lot of resources for children, parents and professionals

www.nshn.co.uk National self-harm network is a website offering information, printable resources and support for those who self-harm and those around them

www.annafreud.org is a website dedicated to child mental health and leads on research and training

www.nelincsmhst@compass-uk.org local mental health support team offering varying support for children aged 5 – 18 years of age

www.lpft.nhs.uk Young Minds Matter provide specialist services for children and young people up to the age of 18. Young Minds Matter.

Phone Lines

SHOUT – 85258 (24/7 text messaging service)

Childline – 0800 1111

Samaritans – 116 123

In addition to the above resources please see Appendix IIII

Appendix IIII

Useful Apps

A list of apps which are helpful and useful for helping children and young people manage their mental health and emotional wellbeing.

Calm Harm is a free app available on all mobile devices private and password protected. Calm Harm provides tasks that encourage you to distract yourself from the urge of self-harm. It helps you manage your thoughts in a more positive way.

CBT Thought Diary is an app which can be used separate or alongside therapy as a useful way of tracking your thoughts, feelings and emotions of the day. Based on CBT (cognitive behaviour therapy) principles, this app helps you to track your emotions and thought patterns enabling you to reflect and challenge these. This is a free app available on the app store and google play.

Cove is a free app accessible on the app store or Google play. Distract yourself by creating music to capture your mood and express how you feel. Instead of words create music to reflect emotions like joy, sadness, calm and anger.

Catch it - Catch It is an app which can help track your mood. It can be useful for anyone wanting to understand their moods. Catch it is available on all mobile devices. The app uses three simple steps to record your mood. It also uses CBT to help change the way you think about things.

Chill Panda is a free app for children and young people who may want to learn how to manage stress and worries. It uses the camera to measure your heart rate and practice breathing techniques as well as “POGA” (Panda Yoga). This app is available on all devices.

Dailyo is an app which lets you create a journal of how you feel each day and the activities you have been doing. This is a helpful therapeutic tool which could be used alongside professionals. This is a free app available on Android and iPhone.

External Sunshine is a free app but is only available on IOS devices. This app does include daily notifications of positive quotes, daily inspiration and inspirational podcasts.

Insight Timer allows you to listen to guided mediation or music tracks and also allows you to time your own sessions, track your statistics and set reminders to mediate. The basic package is free.

Kids Skills is a free app available from the app store and on Google Play. Developed by Dr. Ben Furman and his team to help children and young people overcome problems and difficulties by finding solutions and learning skills along the way. This can also be useful for parents and professionals.

Mindful Gnats is a free app designed to help young people learn mindfulness and relaxation skills. There are different games and techniques to learn and this app is available to iPhone and Android phones.

Mindshift CBT is an app which used CBT (Cognitive Behaviour Therapy) principles to help manage anxiety and worry by learning how to relax, mindfulness and develop ways of thinking. This app can also be helpful to manage phobias and panic too. This is a free app available on iPhone and Androids.

Moodpath is a free app available on iPhones with IOS 12.0 or later. This app gives you the ability to assess your mental health, track and reflect on any changes and improve certain areas such as sleep, by learning different techniques.

Relax Melodies is a free app available on the app store and on Google Play with in app purchases. With over 100+ sounds to listen to this app helps to assist with sleep, mediation and relaxation, giving you the chance to make your own music and melodies.

SAM is a free app which will help you understand what causes your anxiety, monitor your anxious thoughts and behaviour over time and manage your anxiety through self-help exercises and reflection.

Stop, Breath, Think is a friendly free app designed to support you in learning ways of mediation and relaxation. You are able to customize this app to make it more personal for your own needs making it accessible for all.

STOPP is a free app available on the app store and Google Play. This app can support you in stopping cycles of low mood and anxiety, and other behaviour such as worry, self-harm and avoiding situations.

Worry Time is a free app that is based on a cognitive behaviour therapy (CBT) technique. It allows you to schedule worry time to reduce constant worries that may be taking up a large part of your day. The app also allows you to set a password to keep your thoughts private.

Worry Tree is an app designed to help record, manage and problem solve worries and related anxieties by using (CBT) cognitive behaviour therapy approach. This is a free app available on the apple and android app store.

[Youper](#) is an app designed by scientists and engineers, which uses AI (artificial intelligence) to personalise the app to suit your needs. This app is helpful for anxiety and depression and helping you reformulate your thoughts and worries. This is a free app available on both iPhone and Android.

This policy is reviewed **every three years** by the DSL / Head Teacher. The next scheduled review for this policy is **October 2027**.