



Hotham Primary School

Mental Health and Emotional Wellbeing Policy

Spring 2022

Ownership and Consultation	
Document author (name and role)	Rebecca Oddy, Assistant Headteacher
Consultation (role)	Senior Leadership Team
Approval	Internal school policy

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Introduction

At Hotham Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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 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.

At our school we:

- Equip children with an understanding of self-regulation to enable them to manage their own feelings, emotions and behaviour.
- Ensure children are able to identify trusted adults and that they feel comfortable sharing any concerns or worries.
- Develop children's skills in social interactions and help them to develop effective relationships.
- Promote self esteem and ensure children know that they are valued.
- Help children to have a growing understanding of their own emotional and social identity.
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Providing access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- 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

Key members of staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Rebecca Oddy – Designated Safeguarding Lead and Senior Mental Health and Lead
- Coral Powell – Deputy Designated Safeguarding Lead
- Kim Walker – SENCO
- Vittoria Vernaschi – Community Wellbeing Mentor
- Kerrie Ann Braham – Emotional Literacy Support Assistant -ELSA
- Ashley Gowhary – Emotional Literacy Support Assistant -ELSA
- Rosalind Joseph – Emotional Literacy Support Assistant -ELSA

Teaching about mental health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught. We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- Circle time activities.
- Targeted use of PSHE picture books.
- Managing feelings resources e.g. 'the rainbow box'.
- Managing emotions resources such as 'the 5 point scale'.
- Friendship and wellbeing groups.
- ELSA sessions.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Sensory breaks (Appendix 1)

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile
- ELSA assessments

Signposting

We have three layers of provision for children who may require support so that they can access our school and our curriculum. This support is detailed in the school Inclusive Support Map. (Appendix 2)

We ensure that staff, pupils and parents are aware of the support available within our school and how to access further support.

Identifying needs and warning signs

Our Wellbeing Team meet regularly to discuss key pupils and identify a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns

- Family circumstances
- Recent bereavement
- Health indicators

Key children are monitored half termly and colour coded by level of concern at that time.

School staff may also become aware of warning signs which indicate a student 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 the Designated Safeguarding Lead.

Possible warning signs include:

- 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

Working with parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Share and allow parents to access sources of further support e.g. through parent forums such as Parent Gym.
- Ensure that all parents are aware of who to talk to, and how to do this, if they have concerns about their child.
- Make our emotional wellbeing and mental health 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 learning at home-

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support through Victoria Drive pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)

- Counselling services

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 students safe.

Place 2 Be provides free online training suitable for staff wishing to increase their knowledge in this area.

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.

Appendix 1 - Sensory Support Map

Wave 1 – High Quality Inclusive Support

Who? Whole class or individuals as needed

Where? In class

When? At key transition times

Category	Support	Description	Adult	Children	Timeframe
Whole Class	General Motivators	Brain Gym activities https://www.youtube.com/results?search_query=brain+gym			
		Just Dance https://www.youtube.com/results?search_query=just+dance+for+kids			
		Go Noodle https://www.gonoodle.com/			
Individual children		Whole body stretches: stretch up on your toes with hands towards the ceiling	All adults	As required	Up to 5 minutes
		Chair press ups	All adults	Up to 1:8	Up to 5 minutes
		Jumping jacks	All adults	Up to 1:8	Up to 5 minutes
		Crab/bear walks	All adults	1:1	Up to 5 minutes
		Press hands together for a count of 10	All adults	Up to 1:8	
		Wall pushes	All adults	Up to 1:8	Up to 5 minutes

		Wall sit- Sit against the wall and hold for 10	All adults		
		Plank against the desk and hold for 10	All adults		
		Take a message to another class	Teachers		Ongoing
		Give out books	Teachers		As and when
		Wiping the board			
		Animal crawls on all fours			
		Star jumps			
		Hill climbers			
	Pre writing activities	Sit on my hands - with palms on chair			
		Squeeze hands tightly			
		Hand spans- stretch fingers out as widely as you can			
		Shake my hands in the air			
		https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html			

Wave 2 – Targeted Additional Support

Who? Children with Initial Concerns or SEN

Where? Group rooms

When? At key transition times

Category	Support	Description	Adult	Children	Timeframe
Individual children or small groups	Sensory cards	1. Alerting: This provides vestibular stimulation within a controlled setting, preparing the brain for learning and for the demands of the school environment.	TLA	Up to 1:4	5-10 minutes
		2. Organising: This includes activities that require multi-sensory processing and balance. People need to organise their body, plan their approach and do more than one thing at a time in a particular order (sequence).	TLA	Up to 1:4	5-10 minutes
		3. Calming: Calming activities ensure that as children leave the circuit and return to class they are as calm and centred and ready for learning as possible.	TLA	Up to 1:4	5-10 minutes

Wave 3 – Specialised Provision

Who? Children with SEN/EHCP

Where? In group rooms

When? as prescribed by specialist services, eg, OT/WAAS/ADHD team

Category	Support	Description	Adult	Children	Timeframe
	Sensory diet	Refer to individual movement break plans and see SENCO for details	TLA	1:1	As specified in plan

Appendix 2 Inclusive Support Map

Goal:

An inclusive whole-school approach to support uses evidence-driven, tried and tested methods, which are 100% effective in getting pupils back on track.

Inclusive support in our school:

High quality inclusive teaching across the board	Classroom teaching provides limitless opportunities for pupils to learn and aspire. There is an expectation that everyone will achieve and reach age-related standards wherever possible. Additional layers of support are in place to supplement classroom learning and accelerate pupil progress.
Identification	Gaps in learning are immediately identified by, using a range of formative and summative assessments.
Planning	All support is specifically planned to address pupil needs. Adults will consider which provision is suitable, who will deliver it, where and when it should take place, for how long it will run, and how it will be measured. All interventions should be explicitly 'additional to' high quality inclusive teaching in the classroom.
Target setting	A measurable outcome is set for each pupil, which is aspirational but achievable based on the needs of the pupil. The impact of support will be measured against this and reviewed frequently.
Use of adults	Adults delivering additional support and interventions are highly trained and there are clear timetables planned so that adults' time is used effectively. Efficient communication and information sharing is in place between adults. All adults accountable for progress/attainment.
Pre-teaching	Pre-teaching is used to pre-empt gaps/barriers. Adults consider upcoming needs and pre-teach explicitly or by supporting by using additional resources.
Greater depth	Adults consider all-round pupil potential and provide support for pupils who should be aspiring to reach the greater depth standard.
Wellbeing	Wellbeing is central to our school community. All staff play a role in identifying where pupils have social and emotional needs. Early and timely additional provision is used to supplement any ongoing support pupils receive during the day.
Communication with parents	Adults share targets with parents and resources where appropriate, enabling parents to support the intervention process.

Wave 1 – High Quality Inclusive Teaching

Oversight – Teachers; Shared with parents through the year

Category	Support	Description	Adult	Children	Timeframe	Assessment
Access to curriculum	Scaffolding	Various additional tools/structures to support learning (practical resources, word banks, task broken down)	All adults	As required	Ongoing	Adult discretion
	Small group support / focus group	Working in a small group with an adult on a focused activity/aspect during a lesson	All adults	Up to 1:8	Ongoing	Adult discretion
	Pre-teaching	Key aspects taught before the lesson to build knowledge/understanding/confidence	All adults	Up to 1:8	Ongoing	Adult discretion
	Ad hoc booster	Additional booster session during the afternoon to address misconceptions	All adults	Up to 1:8	Ongoing	Adult discretion
Feedback	Individual verbal feedback	Tailored adult responses in lessons	All adults	1:1	Ongoing	Adult discretion
	Individual written feedback	Positive comments and next steps	All adults	1:1	Ongoing	Adult discretion
	Pupil conferencing	More in-depth one-to-one teacher feedback with pupils	Teachers	1:1	Ongoing	Adult discretion
	Parent feedback	Ad hoc feedback and parent evening conversations	Teachers		As and when	
Resourcing	Fine motor resources	Pencil grip / sloping desk	All adults	As required	Termly	Writing outcomes

	Sensory resources	Wobble cushion / fidget toy / putty / ear defenders / resistance band on chair	All adults	As required	Termly	Wellbeing monitoring
	Timetable resources	Visual timetable/task boards/now and next cards	All adults	As required	Termly	Lesson outcomes
Wellbeing	Lunchtime mentor	Ad hoc social and emotional support	All TLAs	As required	Ongoing	Wellbeing monitoring
	Playground support	Structured games / quiet zone / buddy playtime	TLAs	As required	Ongoing	Wellbeing monitoring
	Worry box	A place for children to share concerns that can then be dealt with	VV	As required	Ongoing	Wellbeing monitoring
	Sensory	Whole class movement break (eg, go noodle/just dance)	All adults	As required	Ongoing	Wellbeing monitoring

Wave 2 – Targeted Additional Support

Oversight – Phase Leader; Parents notified

Category	Support	Description	Adult	Children	Timeframe	Assessment
Speech and Language	Early Years Speech and Language	Elements of – Explore and Talk / Teach Talk / Chatterbox	SALT TLA	Up to 1:4	Termly	Individual targets
	Nuffield Early Language Intervention (NELI)		SALT TLA	Up to 1:4	Termly	Individual targets
	Targeted Speech and Language (SEN Register)	Elements of – Explore and Talk / Teach Talk / Chatterbox / Colourful Semantics	SALT TLA	Up to 1:4	Termly	Individual targets
English	Rapid Read	1:1 targeted reading support programme	TLA	1:1	As and when	Individual targets
	Additional phonics		Teacher/ TLA	Up to 1:6	Termly	Individual targets
	Reading booster	Targeted reading support to prepare for SATS	Teacher/ TLA	Up to 1:6	Termly	Individual targets
	Writing booster	Targeted writing support to prepare for SATS	Teacher/ TLA	Up to 1:6	Termly	Individual targets
	National Tutoring Programme (NTP)	Specific targeted support in reading, writing and maths.	Tutor	1:1	Termly	Individual targets

	Reading Fluency	5 minute reads	TLA	1:1	Weekly	Individual targets
Maths	Targeted maths group	Small group targeted mathematics teaching focussing on specific targets.	DHT	1:14	Termly	Individual targets
	Maths booster	Targeted maths support in preparation for SATS tests.	Teacher/TLA	TBC	Termly	
Fine motor Sensory	Fine motor targeted group	Tweezers/theraputty/threading etc.	TLA	1:4	Termly	
	Sensory breaks	Sensory cards/OT recommendations	All adults	1:1	Daily	
Wellbeing	Individual ELSA Support	Anxiety / Anger management / Loss and bereavement / Self - esteem / Emotions / Bullying / Conflict /Relaxation techniques	ELSA TLA	1:1	6-10 weeks	Individual targets
	Social skills group	Friendship issues	TLA	1:4	6 weeks	
	Lego Therapy	Social skills	TLA	1:4	Linked to EHCP/PM	

Wave 3 – Specialised Provision

Oversight – AHT/SENCO; Parental consent required

Category	Support	Description	Adult	Children	Timeframe	Assessment
	1:1 Teaching Assistant support	Linked to EHCP	TLA	1:1	Linked to EHCP	Individual targets
	Individual SALT Target Work (EHCP)	Linked to EHCP	SALT TLA	1:1	Linked to EHCP	Individual targets
	Occupational Therapist (OT)	Referral based service via SENCO/GP	OT	1:1	Linked to EHCP/PM	Individual targets
	Educational Psychologist (EP)	Jonathan Stockford	EP	1:1	Linked to EHCP/PM	Individual targets
	Literacy Support Service	Screening for Dyslexia	Literacy Teacher	1:1	Linked to EHCP/PM	Individual targets
	CAMHS	Child and Adolescent Mental Health Services	CAMHS Workers	1:1	Linked to EHCP/PM	Individual targets
	Developmental Paediatrics	Referral based system via SENCO/GP	Medical staff		Linked to EHCP/PM	Individual targets
	WAAS	Autism support	WAAS Team		As appropriate	Individual targets
	Early Help/Social Services	Referral through MASH / EH service	EH Workers / Social Workers		As appropriate	Individual targets
	School Nurse	Health needs	School Nurse		As appropriate	Individual targets

	Victoria Drive (PRU)	Behaviour needs	Specialist Teachers		Linked to EHCP/PM	Individual targets
	Personal Emergency Evacuation Plan (PEEP)	Addresses physical or emotional needs which affect ability to evacuate safely	SENCo		Ongoing	Individual targets
	Other specialist services	Feeding Team, Individual Swimming, Physiotherapy	As appropriate			Individual targets