CAMBRIAN

Nurturing Growth - Inspiring Minds

# Mental Health and Wellbeing (Children) Policy

This document applies to all academies and operations of Cambrian Learning Trust.

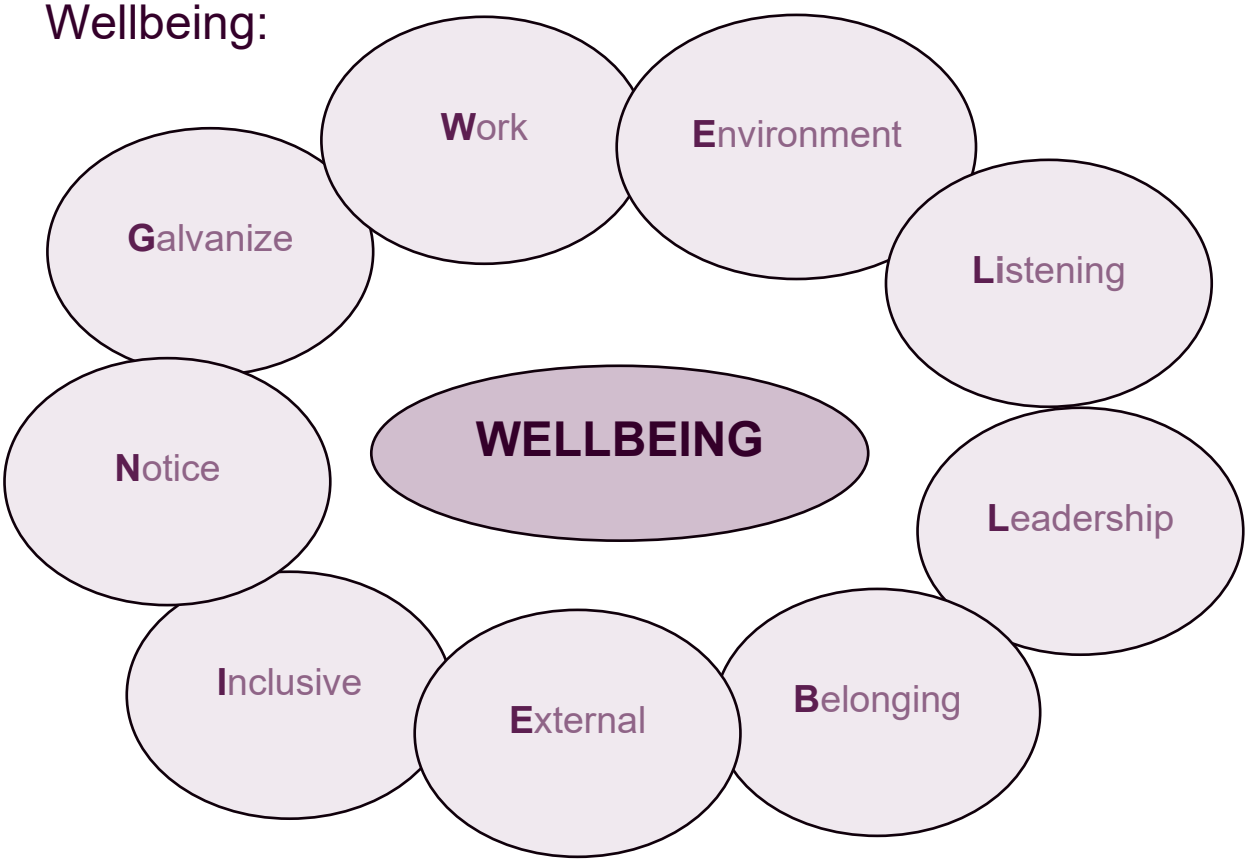
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# Cambrian Learning Trust Pledge to Mental Health and Wellbeing:




**W**ork with others (children, parents and carers)

**E**nvironment - supportive environment, established through relationships, connections and psychological safety

**L**istening - gather child voice to influence decision making eg, Student Charter

**L**eadership - Clear vision, strategy and school action plan aligned with safeguarding. supporting, promoting and championing mental health and wellbeing

**B**elonging - embed a school culture in which children feel they belong and feel safe

**E**xternal – refer to targeted support from appropriate agencies - CAMHS, SEMH, Educational Psychologists, Early Help etc

**I**nclusive - celebrating diversity and individuality

**N**otice – monitor the progress of support and interventions, including mitigating risk and escalation by understanding and acting on incidents of bullying/discrimination

**G**alvinize - promote a curriculum which teaches resilience and supports emotional wellbeing.

# Introduction

At Cambrian Learning Trust, we recognise that positive Emotional Health and Wellbeing is an essential element in helping children to learn, focus and concentrate to their best ability and have potential to academically achieve.

Cambrian Learning Trust promotes the mental and physical health and emotional wellbeing of all its children. Wellbeing and Personal Development is at the forefront of the School's PSHE programme and promoting good mental health & wellbeing is a priority. The physical, mental and emotional health benefits of exercise are well documented and Trust schools actively encourage sport for all.

"Good mental health among children is fundamental to their well-being and success"

(Mental Health Behaviour Guidance, DFE, 2014)

# Aims

At Cambrian Learning Trust we are committed to supporting the mental health and wellbeing of children, parents, carers, staff and other stakeholders.

This policy focuses on children' mental health and wellbeing. It aims to:

- Set out our Trust approach and pledge to promoting positive mental health and wellbeing for all children across our school
- Provide guidance to staff in schools on their role in supporting children' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which children feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues including where patterns of absence are identified
- Inform children and their parents/carers about the support they can expect from Trust schools in respect of children' mental health and wellbeing, and provide them with access to resources

Mental health and wellbeing is not just the absence of mental health problems. We want all children to:

1. Attend school regularly to have access to learning and support
2. Feel confident in themselves.
3. Be able to express a range of emotions appropriately.

- Be able to make and maintain positive relationships with others.

- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.
- Learn and achieve.
- Establish a pattern of health and well-being that continues into adulthood.

This policy was written in consultation with Senior Mental Health Leads within Cambrian Learning Trust schools.

# Roles and Responsibilities

## Staff

KCSIE 2026 states that mental health problems can be signs of abuse, neglect or exploitation and staff must treat emerging mental health concerns as potential safeguarding issues rather than purely pastoral matters, working closely with DSL's and safeguarding teams to monitor and support concerns.

As with safeguarding concerns, all staff are expected to address mental health concerns following the pathway of Notice, Check, Act and ensure all concerns are logged accurately.

All staff should ensure all children with identified or emerging concerns are monitored and supported. For example, a concern may be logged on CPOMs and a CAMHs referral made and due to wait lists a specific member of staff would be tasked with overseeing provision for this child as appropriate. For example, daily check ins, weekly meetings, an action plan of support drafted.

All staff are expected to:

- Build positive relationships with children, welcoming children to school/into classes on a daily basis
- Ensure their classrooms support child well being
- Act appropriately 'in loco parentis' to support children
- Celebrate, praise and recognise children
- Be aware of their own mental well-being and the impact this can have on their role
- Ensure through PSHE lessons, children develop their mental well-being skills
- Quickly react to situations which can have a negative impact upon the mental well-being of the child e.g. bullying
- When appropriate, seek support for children through school SENDCo or Pastoral staff

- Provide opportunities for children to discuss their concerns and worries in a regulated environment
- Work closely with colleagues e.g., DSL/Attendance Lead/Pastoral staff where safeguarding and attendance are identified as a developing concern or are a recognised concern

## Headteacher

- Ensure staff have up-to-date training and are confident to support children
- Ensure there is a named staff Mental Health Lead in school
- Provide broad and well-balanced curriculum
- Promote positive environment and culture that promotes positive well-being
- Monitor Pastoral impact and well- being initiatives
- Ensure staff have read the relevant school policies

## Children

- Be responsible for their own behaviour and actions
- Recognise early signs of stress in themselves
- Respect others and be tolerant of others
- Work co-operatively with others
- Show resilience and a positive attitude to their learning
- Trust adults in order to share the concerns and worries
- Recognise strategies that help them to calm themselves e.g. breathing
- Recognise when they need to ask for help and support from others

## Parents

- Be a role model of expected behaviour
- Support their child to attend school daily
- Follow school policy and understand the consequences of their actions where school policy is breached
- Work collaboratively with the school to support their child's mental health and well-being
- Seek support for their own mental health and well-being as appropriate

## Governors

- Promote positive mental health and well-being throughout the school
- Consult with the Headteacher when making decisions promoting well-being
- Be aware of and actively help to reduce areas which create poor mental health and well-being
- Read and engage with relevant school policies

# Disclosure, Confidentiality and information sharing

If a child makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

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

Staff will always follow the school safeguarding policy and pass on all concerns to the DSL/mental health lead as appropriate. All disclosures are recorded and stored confidentially on the child record on CPOMS.

At all times staff should be honest regarding confidentiality, if it is necessary to pass on a concern regarding a child then this should happen.

# Identification of needs

We aim to identify mental health needs as early as possible. This could be achieved in different ways such as the following:

- Staff report concerns about individual children to the relevant lead positions.
- Gathering information from previous schools at point of transfer.
- Parent meetings.
- Enabling parents to raise concerns to any member of staff.
- Child progress meetings.
- Analysing behaviour reported on the school recording system

# Warning Signs

Possible warning signs which could indicate that a child is experiencing mental health or well-being issues are:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in sleeping or eating habits.
- Isolation from friends or family, becoming socially withdrawn from their peers or from social situations.
- Changes in mood, activity and energy levels
- A decline in their academic achievement.
- Expressing feelings of failure, uselessness and loss of hope.
- Significant changes in behaviour, for example becoming secretive.
- Increase of absenteeism and/or lateness.
- Talking or joking of harming them self/suicide.
- Changes in appearance/attitude.
- Changes in clothing e.g. long sleeves in warm weather.
- Changes in levels of personal hygeine
- Abuse of harmful substances
- Loss of interest in usual activities
- Physical signs of self-harm or self-neglect
- Appearing extremely tired which could suggest persistent difficulty sleeping

# Sources of Support

## School based support

All staff have a role in promoting the positive mental health of our children. All staff are a first responder to the needs of the child, then to raise the need for support to:

- Headteacher or a member of the SLT
- Mental Health Lead
- Safeguarding – DSL
- Attendance teams
- SENDCo
- Pastoral lead
- ELSA trained staff
- Educational Psychologist

## Community based support

Leading to a wider range of support networks

- GP surgery
- CAMHS - Mental Health Support Team
- Seesaw
- Family Links Support
- Online support – website of charities and organisations

# Training

All Mental Health Leads have completed training.

Staff in Trust schools will be offered training so they:

- Have a good understanding of what children' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a child in need of help

# Support for staff

We recognise that supporting a child experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this schools will have staff support mechanisms in place.

# Linked Policies

- Child Protection and Safeguarding Policy
- Relational Behaviour Policy
- Inclusion Policy
- Anti-Bullying Policy
- Attendance Policy