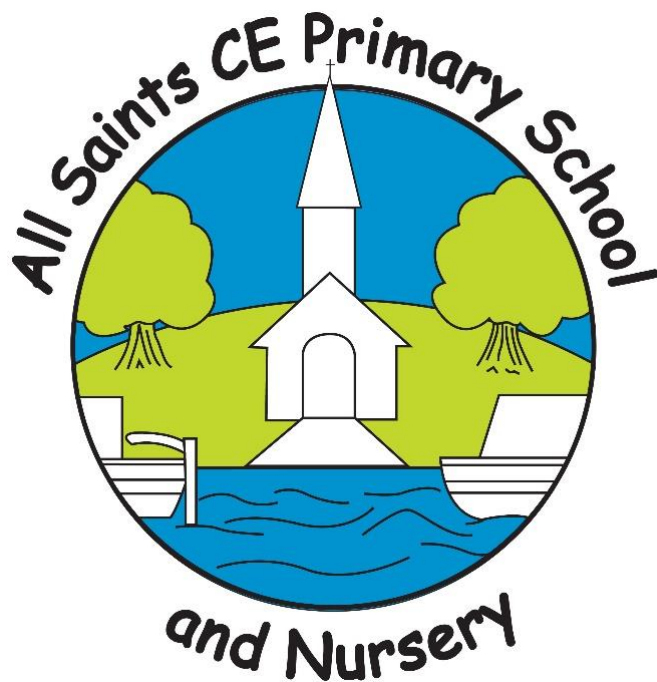


Mental Health and Wellbeing Policy



**'Learning for life,
building a firm foundation'**

Reviewed: September 2024

Headteacher: Lisa Harrison

Signed:

Definition

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Moral Purpose

All Saints C of E Primary School and Nursery are passionate about making a difference to the lives of young people. We aim to give all children the best possible start in life and encourage the whole school community to be kind and forgiving towards one another. In creating a happy and caring atmosphere where children can learn, grow and develop together into independent and confident children ready to flourish and build their firm foundation for life. We believe in teamwork and working with each other including teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school.

Our moral purpose can therefore be summarised below -

- Learn
- Grow
- Develop

This policy is intended to:

Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school

Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

SEND policy

Behaviour policy

Anti-bullying policy

Safeguarding policy

Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest

- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them.

Legal basis

This policy was written with regard to:

[The Equality Act 2010](#)

[The Data Protection Act 2018](#)

Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead's (DSL)/ mental health lead

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

-Head teacher – Lisa Harrison

Designated Safeguarding leads (DSL):

-Lisa Edwards (deputy head teacher)

-Rachel Lomas (Reception class teacher)

-Wendy Lusty (Pastoral Manager, Senior Mental Health lead SMHL)

-Holly Rouse (Learning Mentor, Mental Health First Aider)

Charlotte Clynes – PSHE coordinator

Sophie Seaman (SENCO)

Warning Signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in mood or energy level

Changes in eating or sleeping patterns

Changes in attitude in lessons or academic attainment

Changes in level of personal hygiene

Social isolation

Poor attendance or punctuality

Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

Abuse of drugs or alcohol

Weight loss or gain

Secretive behaviour

Covering parts of the body that they wouldn't have previously

Refusing to participate in P.E. or being secretive when changing clothes

Physical pain or nausea with no obvious cause

Physical injuries that appear to be self-inflicted

Talking or joking about self-harm or suicide

Managing disclosures

If a pupil 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 pupil'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's safeguarding policy on all concerns to the designated safeguarding leads/ mental health lead. All disclosures are recorded and stored in the pupil's confidential child protection file on CPOMS.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

Confidentiality

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

A disclosure cannot be kept secret because:

Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague.

This will usually be the DSL's/ mental health lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL's / mental health lead

4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL's/ mental health lead will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting pupils

Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental awareness week
- Signposting all families and pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all pupil's mental health through assessments e.g. strengths and difficulties questionnaire / Boxall profiles/ Mental health questionnaire.
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing

Offering pastoral support

Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

'Time to talk 'boxes'

'Time to talk' wall

Pastoral email account

Circle time

One to one meetings

Assessing what further support is needed

If a pupil is identified as having a mental health need, the pastoral manager/ learning mentor will take a graduated and case-by-case approach to making an assessment and providing tailored support. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes: (see attached Mental Health provision map)

- Nurture groups
- Social time groups
- Play therapy
- Referral to RISE
- Lego Therapy
- Boomerang (NHS resilience programme)
- Zones of Regulation
- Tabby and Tom cat social skills
- Wellbeing warriors
- Draw and Talk

Making external referrals

If a pupil's needs cannot be met by the internal support interventions the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

GP or pediatricians

CAMHS

Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))

Local counselling services

School nurse service

Local support groups

Early help/ social care

Supporting and collaborating with parents and carers

- We will work with parents and carers to support pupils' mental health by:
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
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- 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/ carers 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.

Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The Mental Health lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Newsletter, website, face to face conversation Whole school approach to promoting mental health awareness

Mental health is taught in PSHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

Develop healthy coping strategies

Challenge misconceptions around mental health

Understand their own emotional state

Keep themselves safe

For more information, see our PSHE curriculum.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

Training

All staff will be offered training so they:

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

- Mental Health lead and Learning Mentor to attend identified training regarding Mental health i.e. Mental health first aid training, 'MOOD' training, Boomerang training.

Support for staff

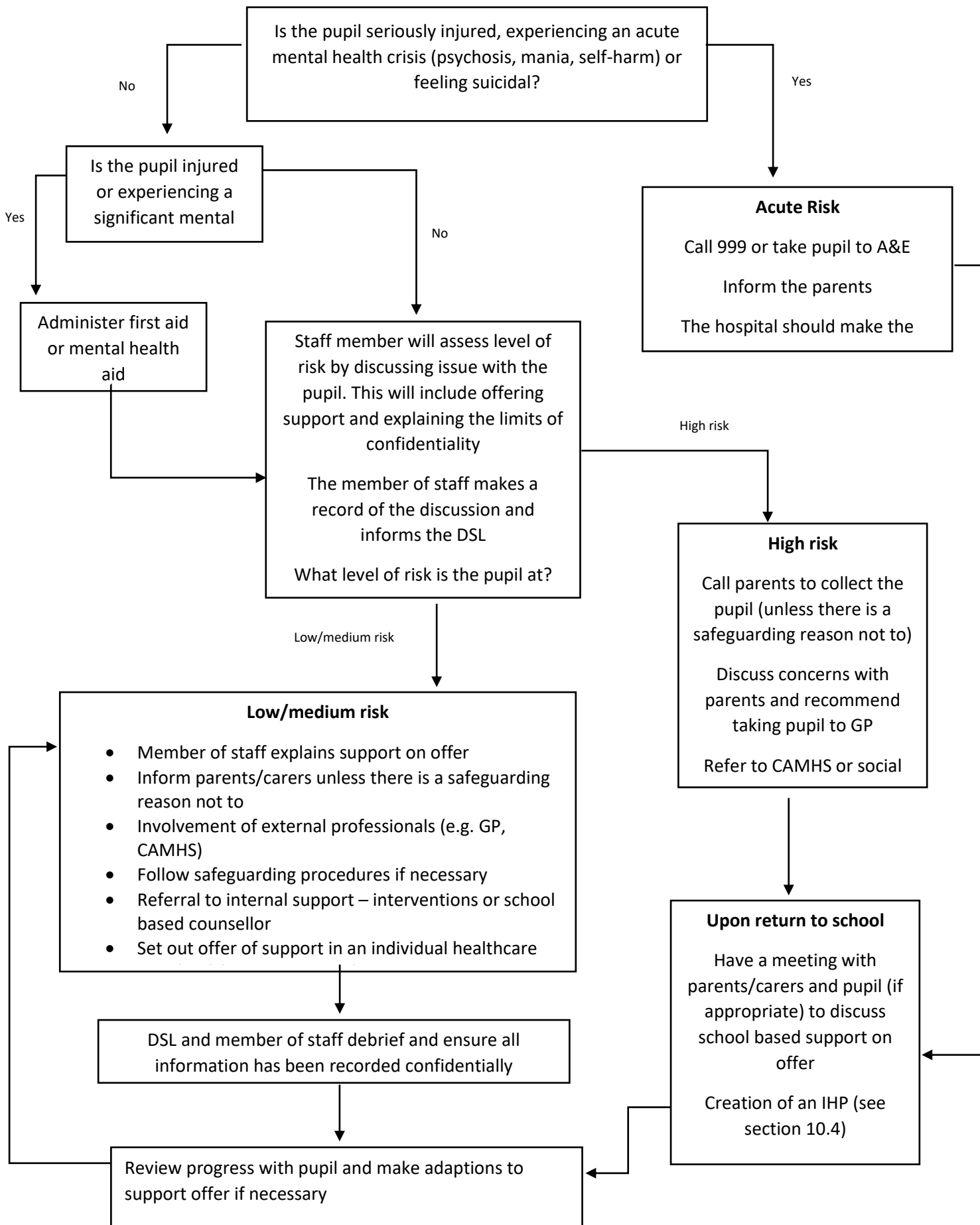
We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Mental health lead to attend training on staff wellbeing

Monitoring arrangements

This policy will be reviewed annually. At every review, the policy will be approved by the governing board/ head teacher.

Procedure to follow in a case of acute mental health crisis



Is the pupil seriously injured, experiencing an acute mental health crisis (psychosis, mania, self-harm) or feeling suicidal?

No

Yes

Is the pupil injured or experiencing a significant mental

Yes

No

Administer first aid or mental health aid

Acute Risk
Call 999 or take pupil to A&E
Inform the parents
The hospital should make the

Staff member will assess level of risk by discussing issue with the pupil. This will include offering support and explaining the limits of confidentiality
The member of staff makes a record of the discussion and informs the DSL
What level of risk is the pupil at?

High risk

Low/medium risk

High risk
Call parents to collect the pupil (unless there is a safeguarding reason not to)
Discuss concerns with parents and recommend taking pupil to GP
Refer to CAMHS or social

Low/medium risk

- Member of staff explains support on offer
- Inform parents/carers unless there is a safeguarding reason not to
- Involvement of external professionals (e.g. GP, CAMHS)
- Follow safeguarding procedures if necessary
- Referral to internal support – interventions or school based counsellor
- Set out offer of support in an individual healthcare

DSL and member of staff debrief and ensure all information has been recorded confidentially

Upon return to school
Have a meeting with parents/carers and pupil (if appropriate) to discuss school based support on offer
Creation of an IHP (see section 10.4)

Review progress with pupil and make adaptations to support offer if necessary



All Saints CE Primary School & Nursery
Mental Health Provision Map – 2024/2025



Whole School Support

Whole School Support

- SCARF / PSHE lessons
- Protective behaviours
- Zones of regulation
- 'Time to talk' wall
- 'Time to talk' boxes in each class
- Play leaders
- Peacemakers
- Peer Mediators
- School council
- Vision and Values 'awards'
- Boxall profiles – (Reception – year 2, termly)
- SDQ's (Year 3 – 6 termly)
- 'My big feeling' log –each classroom
- Pastoral email for students to access
- School website
- School policy's, Safeguarding, PSHE, Behaviour, SMSC, attendance
- Safeguarding team
- Weekly safeguarding meetings with DSL's
- CPOMS
- Lego Therapy
- Boomerang (NHS resilience programme)
- Tabby and Tom cat social skills
- Wellbeing warriors
- Draw and Talk

Pastoral Support

Pastoral Support

- 'Time to talk' groups
- Social skills groups
- Nurture
- Pastoral support at lunchtimes
- Fantastic Elastic brain – Year 6
- Phone calls/ meetings with parents /carers
- Mental health training
- Mental health 'first aid' training
- 'Mood training'
- Ongoing training provided by local authority
- Lead professionals in 'early help' meetings.
- Time to talk
- Draw and talk
- Lego Therapy
- Boomerang
- Bereavement support

Family Support

- Individual educational plan (IEP)
- Individual behaviour plan (IBP)
- Educational, Health care plan (EHCP)
- One to one support
- Personalised time table
- Phone calls/ meetings with parents/carers
- Parent support
- Half termly coffee mornings
- Confidential email
- Parent questionnaires (yearly)
- Support from Pastoral team with form fillings, phone calls etc

External Agencies

External Outside Agencies

- Play therapy
- Peacemakers training
- Peer mediator training
- Big umbrella (MIND)
- MIND
- Educational psychologist
- Specialist Teaching Service (STS)
- Speech and Language
- Parent Support Advisor
- School Nurse
- Social Care
- Early Help
- Young Carers
- Family Intervention Service (FIS)
- CAMHS
- Warwickshire attendance service (WAS)

Staff Support

- Time to talk box
- Wellbeing wall
- Treat basket in staff room
- Confidential email
- Well-being questionnaire (yearly)