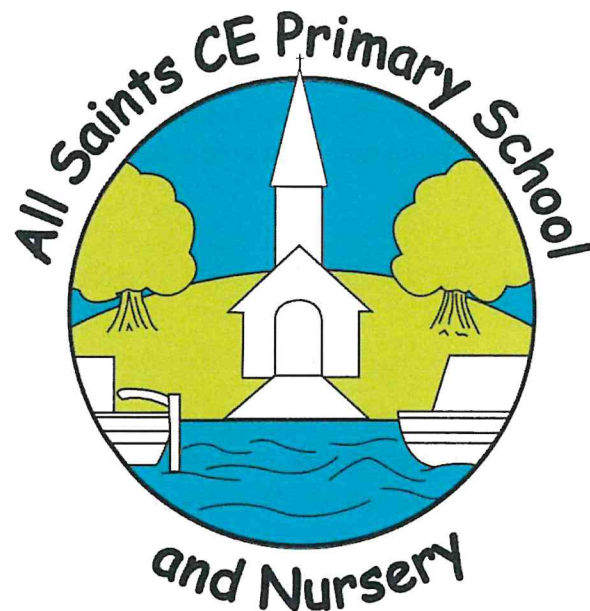


# Mental Health and Wellbeing Policy



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

Reviewed: May 2023

Agreed by the Governors:

Signed:

Headteacher: Lisa Harrison

Signed:

### **Moral Purpose**

All Saints C of E Primary School and Nursery are passionate about making a difference to the lives of young people. Through our vision, **Learning for life, building a firm foundation**, we believe that all children need firm foundations on which to build in all aspect of our lives. 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. We provide 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 as:

- Learn
- Grow
- Develop

### **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.

### **Intent**

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 within the school.
- Inform pupils and parents about the support that they can expect from the school in supporting mental health and wellbeing.

This policy should be read in conjunction with:

Special Educational Needs & Disabilities (SEND) policy

Behaviour policy

Anti-bullying policy

Child Protection & 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 openly on their own experiences with mental health.
- Celebrate all of the ways that pupils achieve at our school, both inside and outside of the classroom.
- Allow pupils to inform 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 that 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 member of staff is concerned about a pupil's mental health or wellbeing, they should inform a Designated Safeguarding Lead (DSL) or mental health lead.

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

Lisa Harrison - Head Teacher and DSL

Lisa Edwards - Deputy Head Teacher and DSL

Rachel Lomas - Reception Class Teacher and DSL

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

Holly Rouse - Learning Mentor, Mental Health First Aider and DSL

Sophie Seaman - SENCO and DSL

Charlotte Clynes – Personal, Social, Health & Economic Education (PSHE) Leader and Early Years Foundation Stage (EYFS) Leader

### **Warning Signs**

All staff will be alert for signs that a pupil's mental health is deteriorating. Some warning signs might 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 behavior.
- Covering parts of the body that they would not have previously concealed.

- 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, the member of 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 and inform the Designated Safeguarding Leads/mental health lead. All disclosures are recorded and stored in the pupil's confidential 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 a DSL/ mental health lead. If information needs to be shared with other members of staff or external professionals, this will be 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 will always come 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 the rationale for sharing a disclosure with DSLs / mental health lead.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, they will explain to the pupil who they will share the information with and explain why they need to do this.
5. Member of staff will record the disclosure and share the information with the appropriate identified staff member (see page 4).
6. The DSLs/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**

#### Universal Provision:

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 health awareness week.
- Signposting all 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 pupils' mental health through assessments e.g. Strengths and Difficulties questionnaire (SDQ) / 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/interventions.

#### Assessing any further support that 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 the pupil's mental health needs.
- Creating a plan to provide support.

- Taking the actions set out in the plan.
- Evaluating 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:

- Nurture groups.
- Social time groups.
- Play therapy.
- Referral to RISE.

#### Making external referrals:

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

A pupil could be referred to:

- GP or pediatricians.
- CAMHS.
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#)).
- Local counselling services.

#### **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 that we can offer the right support.
- Informing parents/carers of any mental health concerns that we have about their child.
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as those 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 for 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 that 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.

### **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 on the school website, so pupils and parents are aware of how they can access help.

The Mental Health lead will be available within a reasonable period of time to provide further information to pupils and parents/carers, if they want to learn more about the support that is available.

Information will be available on the school's newsletter, website and within face to face conversations.

### **The 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 on our school website.

### **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 that 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 e.g. Mental Health First Aid training, 'MOOD' training.

### **Support for staff**

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

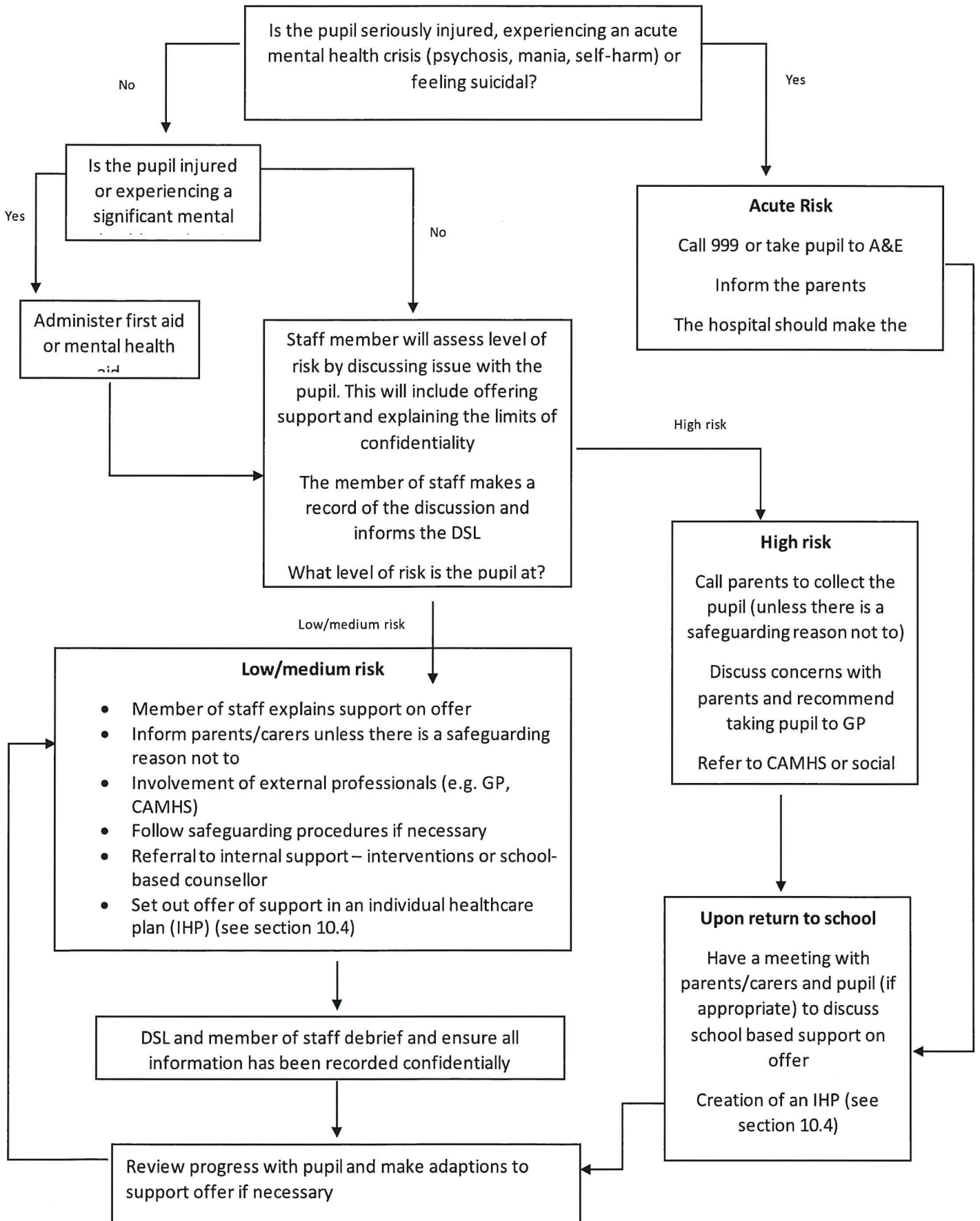
- Treat mental health concerns seriously.
- Support staff experiencing poor mental health themselves.
- Create a pleasant and supportive work environment.
- Provide access to confidential mental health support via Warwickshire Wellbeing Service.
- Mental Health Lead to attend training on staff wellbeing.

### **Monitoring arrangements**

This policy will be reviewed annually. At every review, the policy will be approved by the governing board and Head Teacher.



**Procedure to follow in a case of an acute mental health crisis:**





## Whole School Support

- SCARF (Safety, Caring, Achievement, Resilience, Friendship) / 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
- Golden Partners
- 'Values ' awards
- Boxall profiles – Reception to Year 2, termly
- Strengths & Difficulties Questionnaire (SDQ) - Year 3 to Year 6, termly
- 'My Big Feeling' log –each classroom
- Pastoral email for pupils to access
- School website
- School policies, Safeguarding, PSHE, Behaviour, SMSC (Spiritual, Moral, Social & Cultural), Attendance
- Safeguarding team
- Weekly safeguarding meetings with DSL's
- CPOMS
- Fortnightly attendance meetings between HT, Pastoral Team and Attendance Co-ordinator

## Pastoral & SENCO Support

- Pastoral**
- '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.
- SENCO**
- 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

## External 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)

