Whole School Mental Health and Wellbeing Policy

The Federation of Broughton and West Tytherley Primary Schools

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Policy statement: Mental health and wellbeing is important

At The Federation of Broughton and West Tytherley Primary Schools, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

- The national prevalence of children and young people who have a diagnosable mental health condition is 9.6%. This equates to 4,652 children and young people
- From 2020 to 2021 there was a record 134% increase in the number of children referred to mental health services for support and long waiting lists for support from sources such as Child and Adolescent Mental Health Service (CAMHS) mean that young people's needs are often going unmet.
- 92% of young people will experience a significant bereavement before the age of 16 years (Child Bereavement UK).

Mental Health difficulties can have an enormous impact on children and young people's quality of life, relationships and academic achievement. In many cases it is life-limiting.
The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.
Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also aim to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

COVID and the lock downs have had and continue to have a huge impact on many children and young people's mental health, as well as on their families and on staff. Some will have experienced anxiety, stress, loss and bereavement and trauma that continue to have a lasting impact on their mental health and wellbeing.

1.Policy statement

At The Federation of Broughton and West Tytherley Primary Schools, we are committed to supporting the mental health and wellbeing of our whole school community (pupils, parents, carers, staff and other stakeholders).

This policy was written in consultation with Senior Leadership Team, teaching staff, school staff and materials from our Personal, Social, Health and Economic wellbeing education (PSHE) and Relationship education, Sex education and Health education (RSHE) programme - "Coram Life Education & SCARF", the UK's leading provider of PSHE and wellbeing education in primary schools. It has been approved by the school's governing body.

This Policy sets out:

- How we promote positive mental health
- How we prevent mental health difficulties
- How we identify and support children with mental health needs
- How we train staff to understand mental health issues and spot early warning signs to prevent or address mental health difficulties
- Key information about some common mental health difficulties
- Where parents, staff and children can get further advice and support

2. Scope

We use the World Health Organisation's definition of mental health and wellbeing " a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".
Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- 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.

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:

- Behaviour policy
- SEND policy
- Anti-bullying policy
- Safeguarding policy
- PSHE policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school community
- 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
- To recognise the importance of promoting staff mental health and wellbeing

4. Legal basis and Policy Development

In developing this policy, we have taken account of:

● State of the Nation 2020: Children and Young People's Wellbeing - https://assets.publishing.service.gov.uk/media/5f7f41608fa8f51e7a7db2e0/State_of_the_nation_2020_children_and_young_people_s_wellbeing.pdf

● Teaching about mental health and wellbeing PSHE Association 2019

https://pshe-association.org.uk/guidance/ks1-4/mental-health-guidance

● Promoting and supporting mental health and wellbeing in schools and colleges DfE 2021

https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

● Mental Health and Behaviour in schools DfE 2018

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

● Promoting children and young people's mental health and wellbeing Public Health England 2021

https://livrepository.liverpool.ac.uk/3165125/

The Equality Act 2010

The Data Protection Act 2018

Articles 3 and 23 of the UN Convention on the Rights of the Child

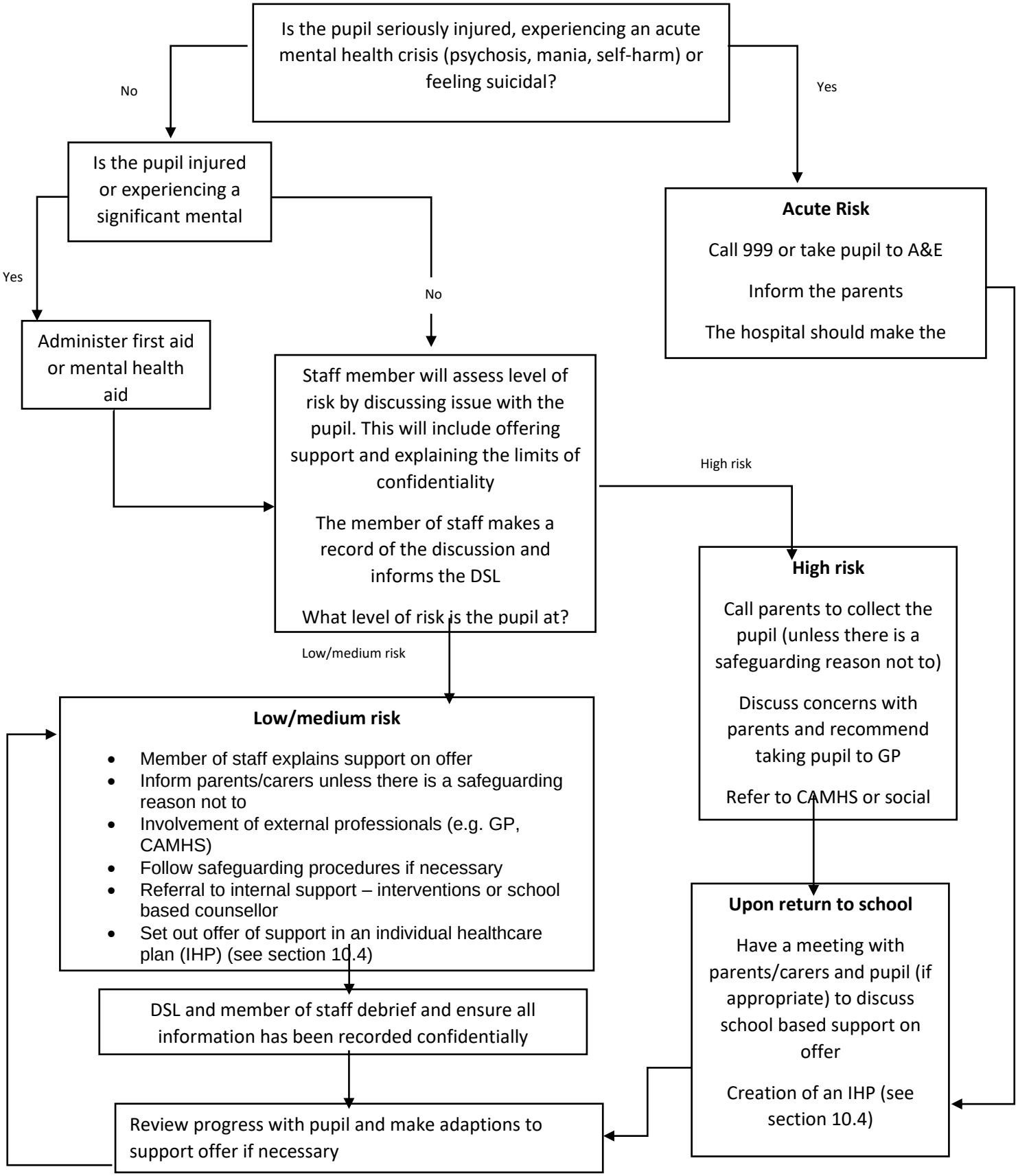
5. Roles and responsibilities

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 (DSL) / Mental Health Lead and follow the provision map shared with all staff.

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

- Executive Head teacher – Lucy Macey
- Designated safeguarding lead (DSL) – Lucy Macey
- Special educational needs coordinator (SENDCO) – Hannah Lowey / Lucy Macey
- Mental Health Lead – Louise Hudgell
- Designated child protection officer – Lucy Macey

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



7. 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

Wellbeing measures include:

- Staff observations
- Any changes in a child's behaviour, attention or presentation
- Any communication from the pupils regarding their emotions, feelings or wellbeing.

Any member of staff who is concerned about the mental health or wellbeing of a child, should record this on CPOMS in the first instance. We then implement an assessment of need to ensure that children get the support they need, either from within school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. If there is concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead staff. If the child presents with a medical emergency then the normal procedures for medical procedures should be followed, including alerting the first aid staff and contacting the emergency services if

necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the Family Workers.

Individual SEN support plans will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health.

8. 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 and pass on all concerns to the designated safeguarding lead / mental health lead via CPOMS (Child Protection Online Monitoring System). All disclosures are recorded and stored in the pupil's confidential child protection file.

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

9. 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 / 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 child protection / safeguarding policy will be followed.

9.1 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 / 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 / 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

10. Supporting pupils

10.1 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, our wellbeing wheel, circle time, PSHE and mental health awareness week
- Signposting all pupils and parents to sources of online support on the school website
- Having open discussions about mental health during lessons and practicing good techniques
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health – worry box, pupil voice etc
- Monitoring of all pupils' mental health through assessments e.g. a strengths and difficulties questionnaire

- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing.
- Offering pastoral support through ELSA (Emotional Literacy Support), Thrive (supporting children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place) and outdoor learning (By engaging in outdoor activities, challenges and teamwork, children can grow in confidence and self-esteem. The outdoor environments provide stress relief, remove children from classroom norms and increase serotonin).

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

- Worry boxes and Reflection Corners
- Circle time
- Strong relationships between teachers and pupils

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Lead – Louise Hudgell and Senco – Hannah Lowey will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section

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

10.3 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
- Reduced timetable/Sensory circuits
- Outdoor learning
- Elsa
- Thrive
- External provision

10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) when the mental health needs of a child reach tier 3 of the Mental Health Provision Map, an Individual Health Plan (IHP) will be written to support the child in school. This is a unique and specific plan which outline concerns raised about a child's mental health. An IHP is written in conjunction with school's Mental Health Lead/SENDCo/Class teacher, with the pupil (if appropriate), their parent/carer, and any external agencies currently involved in the welfare of the child. The plan is then shared with the relevant stake holders and professionals.

The pupil's IHP will contain the following details:

- Mental health concerns
- Known triggers, signs, symptoms and treatments
- Level of support required
- Specific support strategies for the pupil's educational, social and emotional needs
- Named adult to provide support
- Emergency contact details for child and what to do in an emergency
- Review dates – depending on levels of support required review may be weekly, monthly or termly, to be decided when plan is written

10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer 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 pediatrician
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services

11. 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 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.
- If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

12. 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

13. 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 – Louise Hudgell – will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Each year in May the whole school will celebrate Mental Health Week awareness week and this will be promoted at home with parents/carrers. The school will promote the opportunities provided on

the mental health website and sign post the professionals from the local area. The children will take part in well-being activities and learn how these activities support their mental health. This will be linked to the school PSHE program SCARF and the zones of regulation. Parents will be encouraged to contact the school if they have any mental health concerns regarding themselves or their children.

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE

We will follow the https://www.coramlifeeducation.org.uk/scarf including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement. It helps children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have the skills and attributes to negotiate and assert themselves now and in the future.

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 SCARF curriculum.

14.2 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
- Setting good examples as role models

14.3

15. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. Mental Health will be part of the staff meeting cycle, staff will discuss the needs of children in our school and be kept up to date with training from the Mental Health Lead. We will host relevant information on our school website for staff and parents who wish to learn more about mental health. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff that require more in depth knowledge will be considered as part of our appraisal process and additional CPD will be supported where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

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, using the school's mental health provision map

16. 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
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed by Louise Hudgell (Mental Health Lead) every six months and will be approved by the governors and the Head Teacher, annually.