

Mental Health and Well Being policy



'Grow in the Grace and Knowledge of our Lord Jesus Christ'

2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

At Coppull St John's CE Primary School we are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

- Develop happy, resilient and confident children who thrive in body, mind and spirit
- Promote an ethos that values and celebrates that all children are special and unique with many talents
- Provide high quality learning and a wide range of experiences that are challenging but fun
- Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Policy Statement

Mental health is 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. (World Health Organization)

In our school our Christian vision shapes all we do;

'we grow in the grace and knowledge of our Lord Jesus Christ' and where 'everyone is valued and encouraged to flourish academically, emotionally and spiritually within our Christian family'.

In addition, we aim to promote positive mental health for every member of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils and staff affected both directly, and indirectly by mental health and wellbeing issues.

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues

Mental Health Champion

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

Samantha Abram - Designated Child Protection / Safeguarding Officer /Mental Health and Emotional Wellbeing Lead

Laetitia Marston - SENCO

Members of the Mental Health Champion Committee are :

Shan Smyth – Class Teacher

Aimee Casterton- Class teacher

Sharon Cook – Welfare Assistant

Jen Milner- Teaching Assistant

Sarah Martin – Teaching Assistant

Helen Chamberlain Teaching Assistant

This role will be to champion mental health for the school community, not to be directly responsible for it. The role will include promotion of well-being materials; being a 'listening ear'; acting as a signpost for other services or professionals; relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Office staff.

If the pupil presents a medical emergency, then the normal procedures for medical emergencies 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 Mrs Marston (SENCO).

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals.

This should include:

- Details of a pupil's condition

- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our inquiry based PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Planning for the curriculum for each class will consider and provide opportunities for the children to:

- connect with people
- be active
- be curious
- to learn
- and give.

Specific details will be included in the curriculum newsletters each half term.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

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.
- Promoting self-esteem and ensuring children understand their importance in the World.
- Helping children to be resilient learners and to manage setbacks.

- Teaching children social and emotional skills and an awareness of mental health.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community and who it is aimed at.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 our Mental Health and Emotional Wellbeing Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves, or a friend, to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded in writing and held on the pupil's confidential file. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Mrs Abram, who will store the record appropriately (using CPOMs) and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm. It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead.

This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the child protection office (Lancashire Children's Social

Care – 0300 123 6720) must be informed immediately. This should be discussed as a child protection issue with a designated safeguarding officer.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. through the school newsletter, on the school website, parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child

- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings.
- 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

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one-to-one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told?
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

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

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Nurture Groups
- Socially talking intervention
- Therapeutic activities including art, lego therapy and relaxation and mindfulness techniques.
- Children to seek an adult if they are anxious or worried about a certain situation/issue.

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

- The Boxall Profile
- Referral to Child and Family Wellbeing Service.

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 pupils safe. We will host relevant information on the school website and by email for staff who wish to learn more about mental health. The MindEd learning portal, the Anna Freud Resources such as Anna Freud Centre's campaign 'You're Never Too Young to Talk Mental Health' are useful for assemblies, Y5/6 debate and PSHE lessons. <https://www.annafreud.org/what-we-do/schools-in-mind/youre-never-too-young-to-talk-mental-health/> and Place2be provides free online training suitable for staff wishing to know more about a specific issue. 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 developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPD should be discussed with the head teacher (our CPD Coordinator) who can also highlight sources of relevant training and support for individuals as needed.

Some good websites for staff who wish to learn more about mental health are:

<https://www.minded.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/training/>

<https://www.cwmt.org.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-incare/emotional-wellbeing-of-children-in-care/>

<https://www.adoptionuk.org/campaigns>

Staff Well-Being

Positive workplaces will benefit all employees. People have a sense of well-being when they feel good about themselves, have a sense of purpose and feel capable of fulfilling their personal goals. We all have a responsibility to look after our own mental health and well-being, develop our confidence and capacity and learn to respond with resilience to life's changes and challenges in work and beyond.

The five steps to mental health are:

- connect with people
- be active
- be curious
- learn
- and give.

It is important to remember that everyone's experience of a mental health problem is different and there may be no outward sign – this is why it's important that an environment is created where people can be open.

Senior staff are available to talk to if you are experiencing any issues. If you choose to talk to other staff, that is your right, but they may feel it necessary to talk to a senior member of staff and let them know of any concerns. They will always talk to you about who they will talk to first and no confidences will be broken unless it is felt as an immediate risk of harm to self or others.

There are many resources and agencies within Lancashire to help anyone experiencing mental health and well-being issues. The Lancashire Well-Being Programme is a national programme run in partnership with WorkLife support and provides help and support for stress, staying healthy and looking after yourself. mind.org.uk and hse.gov.uk

Policy Review

This policy will be reviewed each year

It is next due for review April 2022.