Mental Health Policy

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto: To Learn, To Live, To Love.

Discere Vivere Amare

CORPUS CHRISTI CATHOLIC SCHOOL

POLICY STATEMENT:

We believe we have 'an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.'

STATEMENT OF INTENT:

We ensure staff are 'well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.'

We are aware that children who have 'suffered abuse or neglect or other potentially traumatic adverse childhood experiences', may experience a lasting 'impact throughout childhood, adolescence and into adulthood'. Children's experiences can have an impact on their mental health, behaviour and education.

We work hard to be a mentally healthy school by adopting a whole-school approach to mental health and wellbeing, and by developing a positive ethos and culture where everyone feels that they belong. We believe that by adopting a whole-school approach to mental health and wellbeing that it must not be seen as a one-off activity but as an ongoing process.

We believe schools can help children and young people living with medical and mental health conditions by listening to what they have to say and by so doing schools then become more positive places for all pupils, not just those with medical and mental health needs.

We agree with the statement from the DfES publication 'Promoting Children's Mental Health within Early Years and School Settings' which states that "Schools can play a vital part in ensuring that

mental health problems are quickly recognised and treated. If mental health problems are not recognised early they can lead to school or home breakdown, or both, with significant costs for education or social services. On the other hand, unrecognized learning difficulties can themselves lead to emotional and conduct problems."

We agree with the concluding statement in the report 'No Health without Public Mental Health: the Case for Action' by the Royal College of Psychiatrists that "tackling mental health problems early in life will improve educational attainment, employment opportunities and physical health, and reduce the levels of substance misuse, self-harm and suicide, as well as family conflict and social deprivation."

The report clearly states that half of all mental health problems begin by the age of 14 so therefore we have a duty to ensure that mental health problems are identified and treated at an early age.

We believe children who experience mental health problems or disorders are children who experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. Children at risk of mental ill-health include:

- children and young people with SEN;
- children who have been or are at risk of being abused, exploited or neglected;
- Children in Need;
- children looked-after, or previously looked-after;
- adopted children;
- children living with socio-economic disadvantage; or
- children who have lived through adverse circumstances

(Mental Health and Behaviour in Schools (DfE 2018))

We recognise the more common mental health problems amongst children/young people are:

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder

(Mental Health and Behaviour in Schools (DfE 2018))

We believe we have a role to play in supporting pupils to be resilient and mentally healthy by having a close working relationship with the Child and Adolescent Mental Health Services (CAMHS) and by

supporting families by providing information about local health services and national organisations that offer materials, help and advice. Also, we have a role to play by teaching children about mental health via the guidance produced by the PSHE Association.

We are concerned that according to the NSPCC that a fifth of children referred to mental health services in England have been refused treatment because they did not meet the clinical threshold for receiving treatment from (CAMHS). We believe it is imperative that children receive the right kind of help and support.

In the light of this we will continue to provide up to date training for school personnel in identifying mental health problems, counselling and in the use of MindEd which enables school personnel to learn more about specific mental health problems.

We understand that a medical or mental health condition may cause frequent short absences or times when part-time attendance is the most that pupils can manage. We have to be sympathetic to the nature of the disruption and to give pupils the best possible chance of continuing their education.

We acknowledge the recent findings of a UK study that found obesity and mental health were closely linked and that obese seven-year-olds are at greater risk of suffering emotional problems, such as anxiety and low mood, when they reach 11. Therefore, there is a strong case for early prevention in overweight children.

The majority of staff are either Level 1 or Level 3 Mental Health 1st Aiders. They are trained to recognise the signs and symptoms of common mental health issues provide help on a first aid basis, guide someone towards the right support services.

We believe that if a member of the school personnel is going through some form of mental health issue then they should consider going to one of the MFAs who will provide guidance on the relevant help that is needed. MFAs will have the relevant knowledge to be able to spot someone who is developing a mental health issue and therefore will intervene before it escalates.

We acknowledge that the MFAs are not qualified to provide therapy to someone who may need it but only to provide support and to encourage them to access the professional support that is available.

Also, we have in place an awareness training programme for parents in identifying mental health problems and how to deal with mental health issues in their children. The results from a recent survey show that 'young men take cues from their fathers when it comes to their attitudes towards mental health.' Therefore, we actively encourage fathers to attend the training programme in order 'to encourage them to talk more openly about mental health so that if and when their sons do develop mental health problems they can be more supportive of them.'

The awareness training programme for parents is designed to 'break the negative cycle of men feeling unable to speak out about mental health' and to 'create a new generation of men who no longer feel isolated, ashamed and unable to reach out for the help that they need to successfully manage their mental health.'

We are very concerned that many teachers are suffering mental health problems as a result of excessive workloads and therefore high quality education cannot be delivered by stressed and anxious teachers.

We support recent recommendations to reduce teacher workload in three areas namely marking, planning and resources and data management and will put these into practice immediately in order to ensure the health and wellbeing of teachers and senior school leaders.

We want all children to have good mental health and to have the ability to develop psychologically, emotionally, intellectually and spiritually. Therefore, we need to ensure that 'young people need to learn about wellbeing and resilience from a young age, so when they leave school they are equipped to deal with problems and have the confidence to seek help'.

We support 'Children's Mental Health Week' by holding awareness raising workshops for parents and a variety of events with our pupils such as assemblies, plays and fund raising events in order to emphasise the need for pupils to view themselves in a more positive way.

We are aware that the coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children and, therefore, we must support them in a variety of ways.

We must ensure school personnel on return to school after the lockdown strike an appropriate balance between reintegrating pupils into a reassuring and family work ethic to support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other;

We will implement flexible working practices in a way that promotes good work-life balance for all school personnel in order to ensure their mental health and wellbeing.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

AIMS AND OBJECTIVES:

- To ensure that mental health problems are quickly recognised at an early age and treated.
- To support pupils who may have developed significant mental health or wellbeing difficulties due to the coronavirus outbreak.
- To ensure compliance with all relevant legislation connected to this policy.

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- To work with other schools and the local authority to share good practice in order to improve this policy.

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

Date	Review Date	Coordinator	Nominated Governor
Oct 2020	Oct 2021	M Calvey	M Sawyer

- Mental Health Act 2007
- Equality Act 2010
- Mental Health (Approval Functions) Act 2012
- Mental Health (Discrimination) Act 2013

The following documentation is also related to this policy:

- (Mental Health and Behaviour in Schools (DfE 2018))
- Promoting Children's Mental Health within Early Years and School Settings (DfES)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Managing and Supporting Mental Health at Work: Disclosure Tools for Managers (Mind)
- Character Education (DfE)

ROLE OF THE GOVERNING BODY

The Governing Body has:

- appointed a member of staff to be the Coordinator for Special Educational Needs;
- Trained all members of the school MLT to act as mental health first aiders;
- delegated powers and responsibilities to the Headteachers to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:

  ☐ visit the school regularly;
  ☐ work closely with the Headteachers and the pastoral care coordinator;
  ☐ ensure this policy and other linked policies are up to date;
  ☐ ensure that everyone connected with the school is aware of this policy;
  ☐ attend training related to this policy;
  ☐ report to the Governing Body every term;
  ☐ annually report to the Governing Body on the success and development of this policy

- responsibility for the effective implementation, monitoring and evaluation of this policy

ROLE HEADTEACHERS

- work hard to establish a mentally healthy school by adopting a whole-school approach to mental health and wellbeing;
- developing a whole-school approach by:

  ☐ involving all parts of the school working together and being committed;
  ☐ establishing a partnership working between governors, senior leaders, school personnel, pupils, parents/carers the parish and the wider community;
  ☐ developing a positive ethos and culture where everyone feels that they belong;
  ☐ working with families and making sure that the whole school community is welcoming, inclusive and respectful;
  ☐ maximising children's learning through promoting good mental health and wellbeing across the school – through the curriculum, early support for pupils, staff-pupil relationships, leadership and a commitment from everybody;

- look at all aspects of school life in order to address the issue of mental health;
- work hard to create and maintain a sensitive, supportive and compassionate school environment by tackling prejudice, promoting diversity and removing the stigma around mental health;
- develop inclusive behaviour systems so that pupils feel safe and secure;
- listen to the views and concerns of pupils;
- have in place pupil wellbeing programmes in order to deal with stress and anxiety such as mindfulness and yoga;
- ensure the curriculum promotes mental health and well-being to ensure that pupils have a clear understanding of mental issues;
- ensure pupils understand that mental health is just as important as physical health;
- ensure the PSHE curriculum promotes self-esteem, independence and personal responsibility;

- promote positive mental health with all school personnel;
- encourage a culture of openness for school personnel to freely discuss mental health problems without fear of ridicule;
- have in place systems and processes to support staff well-being and tackle work-related stress;
- provide guidance, support and training to all staff to ensure they are able to:

  ☐ identify pupils with underlying mental health issues;

  ☐ differentiate between pupils with mental health issues and those who are behaving badly

- provide training for school personnel on:

  ☐ how to recognise stress symptoms
  ☐ how to finding ways on how to reduce stress
  ☐ how to cope with stressful situations
  ☐ work-life balance

- offer counselling for school personnel;
- provide early help support to those families struggling with mental health issues;
- organise workshops to show parents/carers how to promote pupils' wellbeing and mental health;
- ensure school personnel on return to school after the lockdown strike an appropriate balance between reintegrating pupils into a reassuring and family work ethic to support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other;
- support pupils who have:

  ☐ developed significant mental health or wellbeing difficulties due to the coronavirus outbreak;
  ☐ experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities due to coronavirus outbreak;
  ☐ missed the routine of school and seeing their friends;

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:

  ☐ in place and cover all aspects of this policy;
  ☐ accurate and suitable;
  ☐ reviewed annually;
  ☐ easily available for all school personnel

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

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The Pastoral care coordinator will:

- lead the development of this policy throughout the school;
- actively promote the emotional well being of children by:

  ☐ ensuring that the RULER programme is followed by all classes
  ☐ continually raise the profile of our Safe Space for children to access support
  ☐ creating stable childcare arrangements;
  ☐ good staff training in child development;
  ☐ good adult to pupil ratios;
  ☐ effective behaviour management;
  ☐ having in place an effective pre-school curriculum;
  ☐ regular workshops by the NSPCC and links to well-being support on the school's website and class Google pages;
  ☐ work closely with parents/carers in order to build on children's previous experiences, knowledge, understanding and skills;
  ☐ establish good relationships with children;
  ☐ leadership opportunities where children have a voice and a platform for raising awareness;
  ☐ plan activities that promote emotional, moral, spiritual and social development alongside intellectual development;
  ☐ provide support for children with behavioural and communication difficulties in order for them to develop socially and emotionally
  ☐ establish the importance of trust, integrity, democracy, equality of opportunity for all children;
  ☐ value everyone who is engaged in the care and supervision of children;
  ☐ have in place clear policies and sanctions for behaviour and bullying;
  ☐ set high professional standards;
  ☐ motivate and arouse pupils interest by skilful teaching;
  ☐ work closely with parents;
  ☐ introduce emotional literacy programmes, parenting programmes and circle time

- use following questions when assessing support for a child who is displaying mental health problems:

  ☐ What kind of problem is the child displaying?
  ☐ What is the impact of the child's problem on them and those around them?
  ☐ What factors have caused this problem?
  ☐ What strengths are there to work with?
  ☐ What other viewpoints should we consider in order to understand the cause and what support to give?

- coordinate support within school and will liaise with outside agencies in order to meet the mental health needs of children/young people;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- provide awareness training for parents;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

ROLE OF MENTAL HEALTH FIRST AIDERS

Mental Health First Aiders will:

- use the follow strategies when responding to someone in mental distress by using the '**ALGEE**' action plan:

  - ☐ **A:** Approach, assess, assist with any crisis
  - ☐ **L:** Listen and communicate non-judgementally
  - ☐ **G:** Give support and information
  - ☐ **E:** Encourage the distressed to get appropriate professional help
  - ☐ **E:** Encourage other supports

ROLE OF SCHOOL STAFF

School staff will:

- comply with all aspects of this policy;
- teach mental health throughout the curriculum;
- attend training in order to develop their knowledge of mental health and behaviour which will include:

  - ☐ a clear understanding of the needs of pupils with mental health needs;
  - ☐ an awareness of some common symptoms of mental health problems: an understanding of what is, and is not a cause for concern;
  - ☐ an understanding of what to do if they think they have spotted a developing problem;
  - ☐ strategies to ensure that stigma is reduced and pupils feel comfortable talking about mental health concerns;

- ☐ the ability to differentiate between pupils with mental health issues and those who are behaving badly
- ☐ training opportunities to be effective in recognising stress and changes in behaviour

- work closely the SENCO and with CAMHS;
- be trained to use the RULER programme
- work closely with pupils and parents;
- be made aware of good mental health by:

  - ☐ learning to recognise the signs of stress
  - ☐ realising stress must not be regarded as a weakness;
  - ☐ finding ways on how to reduce stress
  - ☐ coping with stressful situations
  - ☐ finding a work-life balance
  - ☐ the merits of counselling
  - ☐ being supportive to colleagues dealing with stress;
  - ☐ being supportive to colleagues who have been off work due to stress
  - ☐ creating a supportive network within and outside school.

- on return to school after the coronavirus lockdown support those pupils:

  - ☐ who have found the long period at home hard to manage;
  - ☐ who have developed anxieties related to the virus;
  - ☐ about whom there are safeguarding concerns.

- provide:

  - ☐ opportunities for pupils to talk about their experiences of the past few weeks;
  - ☐ opportunities for on-to-one conversations with trusted adults where this may be supportive;
  - ☐ some focused lessons on relevant topics such as mental wellbeing or staying safe;
  - ☐ pastoral activity, such as opportunities to renew and develop friendships and peer groups;
  - ☐ other enriching activities.

- be alert to symptoms of stress with their colleagues;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

ROLE OF PARENTS

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;

- be invited to attend an awareness training programme;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;

- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Class pages on google classroom
- Social media:

  - ☐ Facebook
  - ☐ Twitter

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ The identification of mental health problems in children
  - ☐ Anti-Bullying
  - ☐ Pupil Behaviour and Discipline
  - ☐ Pastoral Care

  - ☐ Stress Management
  - ☐ Early Help
  - ☐ Food and Fitness
  - ☐ Equal opportunities
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

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EQUALITY IMPACT ASSESMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

RACE DISPARITY AUDIT

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

MONITORING THE IMPLEMENTATION AND EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

LINKED POLICIES

- Anti-Bullying
- Curriculum
- Early Help
- Health and Safety at Work
- Health and Well-being of School Personnel
- Management of Health and Safety Regulations
- Safeguarding and Child Protection

- Outside Agencies
- Pupil Behaviour and Discipline
- School Environment
- Stress Management
- Teaching and Learning
- Work-life Balance
- Food and Fitness
- Bereavement