



Mental Health and Wellbeing Policy Long Sutton Church of England Primary School

Date of Last Review	Date of Next Review
October 2019	October 2022
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with staff & Foundation Governors	
Purpose	
To outline our aims, commitment and approach to Mental Health and Wellbeing in order to promote positive mental health for children, parents and staff.	

Signed: (Headteacher)

Date:

Signed: (Chair of Governors)

Date:

Last Updated October 2019

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 values and vision shape all that we do:

Our Values:

LOVE COURAGE & HOPE

Our Vision:

Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.

At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

How our Vision and Values impact this policy:

The strong relationships which are fostered between staff and children in our small school contribute to a culture of openness and trust, where children know they will be listened to, valued and taken seriously, so that during Collective Worship they feel confident to share their personal views, beliefs and questions. In the context of Collective Worship, we show love through valuing each other's thoughts and ideas; courage through respecting different views; hope through allowing children to consider how they can make a difference in the world. Through our daily acts of worship, we pray that God's love will fill our hearts, that we will find courage to live like Jesus and that God's Holy Spirit give us hope so we can make a difference in the world.

In addition we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

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 affected both directly, and indirectly by mental health and wellbeing issues.

Scope

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
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

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

Hannah Inglis - Designated Safeguarding Lead / Pastoral Lead

Selena Cameron – Deputy Designated Safeguarding Lead

Kathryn Maidment - Mental Health and Emotional Wellbeing Lead, Deputy Designated Safeguarding Lead

Mandy Wythe- Lead First Aider

Latayah Bucknall - PSHE Subject Leader

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 or the head teacher. 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 Kathryn Maidment Mental Health Lead. Guidance about referring to CAMHS is provided in **Appendix I CAMHS Thresholds**.

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 can 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 developmental PSHE curriculum. We follow the Heartsmart framework for PSHE.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching 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.

We will follow the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

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, who it is aimed at and how to access it is outlined in **Appendix 2 Sources of Support**.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

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 to Kathryn Maidment or Hannah Inglis.

¹ Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and> (accessed 02.02.2018)

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
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- 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?' For more information about how to handle mental health disclosures sensitively see Appendix 3.

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, Kathryn Maidment who will provide store the record appropriately and offer support and advice about next steps. See **Appendix I** for guidance about making a referral to CAMHS.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we 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, Kathryn Maidment. 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 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 Designated Safeguarding Lead, Hannah Inglis must be informed immediately.

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. 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 the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. 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

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 our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.²

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 Hannah Inglis, who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in October 2022.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Kathryn Maidment our mental health lead via phone 01256 862238 or email adminoffice@longsutton.hants.sch.uk

This policy will always be immediately updated to reflect personnel changes.

² www.minded.org.uk [accessed 02/02/18].

APPENDIX I CAMHS THRESHOLDS

Threshold Guidance
 Hampshire Child and Adolescent Mental Health Service

Getting Advice (pre CAMHS referral)		Getting Help		Getting Risk Support		Getting More Help	
Level 1 (Universal), Level 2 (Early Help)		Level 3 (Targeted)		Level 4 (severe mental health disorders)		Level 4 (severe mental health disorders)	
<p>Presenting Difficulty</p> <p>Anger outbursts Anxiety Beginning to isolate self from peers and activities Difficulties separating from caregiver Feeling Fed Up Friend Issues (significant) Low Self Esteem Over activity Parental Anxiety Sleep Disturbance (difficulty getting to sleep or staying asleep) Superficial Self Harm</p>		<p>Presenting Difficulty</p> <p>Complex Trauma Depressive Symptoms Eating Issues (change in weight/eating habits, negative body image, purging or bingeing) Hyperactive (levels of over activity and impulsivity above what would be expected and present in all settings) Increased levels of self-harm Mood Disturbance Obsessive thoughts and/or compulsive behaviours (e.g. hand-washing, cleaning, checking) Suicidal Anxiety Some thoughts of ending life with no plan or intent.</p>		<p>Presenting Difficulty</p> <p>Complex Trauma Delusional thoughts (grandiose thoughts, thinking they are someone else) Increased levels and risk associated with self-harming Psychotic symptoms (hearing and/or appearing to respond to voices, overly suspicious) Suicidal ideation with plan and intent Thoughts of harming others or actual harming/wrong behaviours towards others and associated mental health disorder</p>		<p>Presenting Difficulty</p> <p>Symptoms described in Getting Help and Getting Risk support which require specialist intervention Difficulties have been assessed and a care plan has been developed with the relevant CAMHS team.</p>	
<p>Context</p> <p>Bullying Housing and home environment Inconsistent care arrangements Inconsistent Parenting Parental Mental Health needs Poor parent/child relationship Poor response to emerging needs Risk of relationship breakdown School issues</p>		<p>Context</p> <p>Those areas identified in "Getting Advice" plus: Child in Care Child in Need Child with a diagnosed Learning Disability Persistent problems in all areas of school Reduced attendance at school Reduced access to positive social relationships and activities</p>		<p>Context</p> <p>Those identified in "Getting Help" plus: Family breakdown Increase in risky relationships Non-attendance at school Relationship Breakdown Social isolation</p>		<p>Context</p> <p>Those identified in "Getting Risk Support". Those identified in "Getting More Help".</p>	
<p>Severity</p> <p>Disproportionate Disruptive Distressing Duration Symptoms are shown in some but not all environments</p>		<p>Severity</p> <p>Disproportionate Disruptive Distressing Duration Symptoms are present in all areas of life</p>		<p>Severity</p> <p>Disproportionate Disruptive Distressing Duration Symptoms are present in all areas of the plus: Increased risk of harm to self and/or to/from others Young person not able to engage in treatment Increased concern of the network around the young person</p>		<p>Severity</p> <p>Those identified in "Getting Risk Support" and the young person and/or family has been assessed as being able to engage in direct therapeutic interventions.</p>	

Consultation line - Available Monday – Friday

9am – 2pm 0300 304 0050 option 1.

APPENDIX 2 SOURCES OF SUPPORT

For Children

- Trained ELSA supporting children on specific targets for between 6 and 12 weeks (Catherine Simmons)
- Mental Health First Aider in school 4 days a week (Kathryn Maidment)
- Wellbeing groups delivered by LSAs on topics such as Changes, Dealing with emotions and Resilience
- Whole school focus on Learning Gems to help children understand the benefit of developing their character qualities such as resilience and perseverance

- High quality PSHE curriculum linked to our values and rules which includes the Heartsmart High 5 Get Heartsmart, Don't forget to let love in, Too much selfie isn't healthy, No way through isn't true.
- Childline posters in each classroom and in communal areas, children given wallet sized card in KS2
- Access to Church Pastoral team through Collective Worship, Lunch-time club, Heartsmart Creative and Messy Church

For Parents

- Early Help Hub
- Parenting course run in school
- Community Collective Worship every Thursday
- PTA events and social occasions
- Preschool for new parents and children builds relationships and a sense of belonging

For Staff

Employee confidential counselling support

All employees and their partner/spouse and children living at the same address and of working age (e.g. aged 16-64 years old) have access to free, **confidential and impartial** Employee Support, provided by Health Assured by direct contact, no need for a referral.

Services available are:

- A 24 hour, 365 day confidential telephone advice and family information line covering a wide range of issues including work, personal and family related.
- One to one counselling – either face to face or telephone (up to a maximum of six session per year)
- Legal and tax advice helpline (legal advice to employee only)
- Serious illness and accident support
- Medical information (GP call-back available)
- Online support

Staff are able to go home for PPA

Social events

Workload review of 2019/20 looking at marking and reducing unnecessary tasks

APPENDIX 3

PDF #handsup4healthyminds