



Mental Health and Wellbeing Policy

Mental health is a state of wellbeing 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)

At our school, we aim to promote positive mental health for every member of our staff and governing body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for children affected both directly, and indirectly by mental ill health.

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 policies, (Managing Medicines in School and Medical Needs) in cases where a children's mental health overlaps with, or is linked to a medical issue and the SEND policy, where a child has an identified special educational need.

The Policy Aims to:

- Promote positive mental health in all staff and children
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to children 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 children and is also covered within the pastoral team. Staff with a specific, relevant remit include:

- Sue Pye-Beraet - Designated Safeguarding Lead and PSHE Lead
- Sue Pye-Beraet - Mental Health Lead
- Natasha Martin/Lucy Johnson/Trudie Horsburgh (office) – Deputy Designated Safeguarding Lead
- Lucy Johnson- SENDCo
- Sue Pye-Beraet/ Maria Foad- Wellbeing Lead
- Natasha Mears- Events Co-ordinator
- Office team - Lead First aider
- Sue Pye-Beraet/Maria Brooker- PE

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Mental Health Lead in the first instance. If there is a fear that the child 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 or the Head Teacher. If the child 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 the Mental Health Lead. Guidance about referring to CAMHS.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive 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

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. 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 children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the Jigsaw scheme of work in accordance to 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.

Signposting

We will ensure that staff, children 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 below.

- **Daisy's Dream** - Daisy's Dream supports children and their families who have been affected by the life threatening illness or bereavement of someone close to them. – phone, online and referral.

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

- **Family and friends – Families** – phone online and drop in

<http://family-friends.org.uk/>

- **Dash** – Domestic abuse victims – Online and telephone during office hours.

Reaching out for help is the very first step and we know it takes a great deal of courage to do this. The type of support we can offer will depend on your situation and what you want to do. Our friendly, professional team are waiting to advise you; click on one of the links to find out more or give us a call on 01753 549865 during office hours.

<https://thedashcharity.org.uk/pages/15-services>

- **MindEd for Families – children and teens**

Are you a parent or carer who is concerned about the mental health of your child or teenager? Do you just want some hints and tips on parenting? MindEd for Families has advice and information from trusted experts and will help you to understand what problems occur, what you can do to best support your family, and how to take care of yourself. MindEd for Families is written by a team of specialists and parents, working together. You do not need to register to use these resources.

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

- **Young carers – Children aged 18 and under that care for an adult – online and by telephone.**

https://www.sueryder.org/how-we-can-help/someone-close-to-me-has-died/advice-and-support/support-for-young-carers?gclid=EAIaIQobChMI_6KLrqTb6gIVDOvtCh2ciwDXEAAAYiAAEgK_AfD_BwE

Are you under 18 years old? Do you help to look after someone who is dying – this might be your mum or dad, grandparents, brother or sister or maybe another relative, friend or neighbour? If this sounds like you – then you are a young carer.

- **Annex project** – People who have suffered from trauma or loss – work with schools or can be contacted via phone online and referrals.

<https://theannexproject.com/>

The Annex prides themselves on an approach to working with children and families who have experienced trauma and loss that involve working with the family and systems around the child. We offer a family approach to understanding and developing clear attachments with adopted, birth, foster families and kinship carers. We support involvement with professionals including schools and other agencies involved with the family. We offer consultation for families and professionals to understand what would best suit their needs

- **Care first- Staff-** On wellbeing board in staffroom -0800 174319 www.carefirs-lifestyle.co.uk
- **Educational Broker-** online health portal- RBWM employees www.healthassuredeap.co.uk

We will display relevant sources of support in communal areas such as toilets and will regularly highlight sources of support to children within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of children help-seeking by ensuring children 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 child 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 Lead.

Managing disclosures

A child 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 child 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 children's emotional and physical safety rather than of exploring 'Why?'

For more information about how to handle mental health disclosures sensitively see Safeguarding policy.

All disclosures should be recorded on CPOMs

This incident should include:

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

The Mental Health Lead should be alerted through CPOMs and offer support and advice about next steps if required.

Highlighting a concern:

- Use CPOMs to raise any safeguarding concerns
- Staff member: Listen, record, report. Act as necessary
- Report to Sue Pye-Beraet – DSL or Sam Powell/Emma Fancy Deputy DSL
- Decide on a procedure for review, for example during pupil progress meetings

Confidentiality

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

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them
- Staff will be supported sharing any wellbeing concerns
- Wellbeing concerns about other members of staff – see Whistle blowing policy

We should never share information about a child 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. We should explain this to the children and discuss with them who it would be most appropriate and helpful to share this information with.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL, Sue Pye-Beraet/Natasha Martin/Lucy Johnson 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 or somewhere neutral?
- Who should be present? Consider parents, the children, other members of staff.
- What are the aims of the meeting?

Conversations with parents need to be handled sensitively. Sharing sources of further support aimed specifically at parents can also be helpful too. 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 steps 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 go about this, if they have concerns about their own child or a friend of their child by being aware of school policy
- Make this policy easily accessible to parents on the school website
- Share ideas about how parents can support positive mental health in their children through our Class Dojo pages and the website.
- Keep parents informed about the mental health topics their children are learning about in PSHCE and share ideas for extending and exploring this learning at home.

Supporting Peers

When a child 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. Children need to be trained to be a 'buddy' or coached to be part of a 'circle of friends', considering the following;

- 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
- 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 children safe. We will save relevant information on the teacher resources share point for staff who wish to learn more about mental health. The MindEd Hub 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 children.

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 Senior Leadership Team who can also highlight sources of relevant training and support for individuals as needed.

Staff support and wellbeing

- **Lead by example (including going home early sometimes)**
- **Email/WhatsApp ethos – no expectation to reply after 7pm on a school day or during holidays or weekends.**
- **PTCs during school time**
- **Staff meetings productive and action based as necessary**
- **Time given to complete tasks during Inset and staff meetings**
- **Subject leadership time allocated**
- **PPA option to work at home if requested**
- **Time-bonded meetings**
- **No staff meeting during busy weeks, for example, PTCs**
- **SLT meetings off site for strategic school development**
- **SLT given leadership time for 'bigger' projects**
- **Leadership room for all subject leader folders and resources/ table and chairs to find info needed.**
- **DfE workload toolkit – see wellbeing development plan**
- **Well being featured on meeting agendas**
- **Peer support or line manager support**

- Well- being board and sign-posting areas of help, e.g. Mind
- Updates through Performance Management
- Adaptations of internal systems, flexibility as required
- Absence request form: family occasions granted as necessary
- Open-door policy – SLT
- Developing school ethos: think about task being completed and are they having an impact on the children’s experience-based, creative learning and outcomes
- No blame culture- reflective and solution based approach
- Well- being events including Christmas, end of term, termly ‘bring a plate’ lunches, termly get together, Governor Fridays
- Volunteers and Friends of King’s Court- thank you nibbles
- Staff Appreciation weeks

Links with other policies

- Safeguarding
- Whistle-Blowing
- Staff Code of Conduct
- PSHE
- SMSC
- SEND
- Behaviour

This policy will be reviewed every 3 years as a minimum. It is next due for review in July 2028.

<http://www.inourhands.com/wp-content/uploads/2015/06/Mental-Health-Policy-and-guidance-for-schools-CWMT-FINAL-1.pdf>