Homefield C of E Primary School

Mental Health & Wellbeing Policy

2018

Mental Health Lead: Paula Clarke

1 JOHN 4:21 - AND HE HAS GIVEN US THIS COMMAND: ANYONE WHO LOVES GOD MUST ALSO <u>LOVE THEIR BROTHER AND SISTER.</u>

PSALM 133:1 - OH, HOW WONDERFUL, HOW PLEASING IT IS <u>WHEN GOD'S PEOPLE ALL COME TOGETHER AS ONE</u>

<u>Why are mental health and wellbeing important?</u>

At Homefield C of E Primary School, we aim to promote positive mental health and wellbeing for our whole school family 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.

 In 2017, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on 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".

Our school is a place of togetherness and family community. Our children experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. Homefield will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting our children's wellbeing and can help engender a sense of belonging and family 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 have a role to ensure that our 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 problems 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

Purpose of the Policy

This policy sets out:

• How we promote positive mental health.

• How we prevent mental health problems.

• How we identify and support children with mental health needs

• How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems

• Key information about some common mental health problems.

• Where parents, staff and children can get further advice and support

3. Definition of Mental Health and Wellbeing

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 resilient and positive.

• 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.

• be able to reflect on events.

• learn and achieve.

4) Links to other policies

This policy links to our policies on Safeguarding, Anti-Bullying, SEND and Equality and Diversity. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.

2. Helping children to develop social relationships, support each other and seek help when they need it.

3. Helping children to be resilient learners.

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

5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.

6. Effectively working with parents and carers.

 7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

6. Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as:

physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and

problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

7. Our Inclusion Lead for Social, Emotional & Mental Health Needs

Paula Clarke is our Mental Health Lead. She:

• Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.

• Leads on PSHE teaching about mental health.

• Provides advice and support to staff and organises training and updates.

• Is the first point of contact with mental health services, and makes individual referrals to them. We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals.

Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs Sources of relevant support include:

• Our own Senior Leadership Team

• Our Safeguarding/Child Protection Lead

• School support staff employed to manage mental health needs of particular children

• Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.

Support can be offered in school or at an external venue.

8. Supporting children's positive mental heath

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches which may include:

Pupil-led activities

Campaigns and assemblies to raise awareness of mental health

Caring crusaders supporting children at lunchtime and break

Transition programmes

Display for well-being and information around school and on the website

Toast time

ElSA (Emotional Literacy Support)

9. Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. EYFS & Key Stage 1 children learn:

- To recognise, name and describe feeling

- How their behaviour affects other people.

- About empathy and understanding other people's feelings.

- To cooperate and problem solve.

- To motivate themselves and persevere.

- How to calm down and reflect.

- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).

- Who to go to if they are worried.

- About different types of teasing and bullying, that these are wrong and unacceptable.

- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).

- Positive and healthy coping strategies.

- About good and not so good feelings.

- To describe the range and intensity of their feelings to others.

- To recognise and respond appropriately to a wide range of feelings in others.

- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

- About resilience.

• How to motivate themselves and bounce back if they fail at something.

• How to empathise, reflect and be supportive of others.

• About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

• About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.

• About the importance of talking to someone and how to get help

10. Identifying, referring and supporting children with mental health needs

Our approach:

• Provide a safe environment to enable children to express themselves and be listened to.

• Ensure the welfare and safety of children are paramount.

• Identify appropriate support for children based on their needs

. • Involve parents and carers when their child needs support.

• Involve children in the care and support they have.

• Monitor, review and evaluate the support with children and keep parents and carers updated.

11. Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways, which may include:

• SDQ (Social Difficulty Questionnaires), ECM (Every Child Matters file to identify individuals that might need support.

• Analysing behaviour, exclusions

• Staff report concerns about individual children to the relevant lead persons.

• Pupil Progress Review meetings termly

• Regular meetings for staff to raise concerns

• A parental information and health questionnaire on entry to the School

• Gathering information from a previous school at transfer.

- Enabling children to raise concerns to any member of staff.

12. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need

The level of need is based on discussions at regular meetings with key members of staff and involves parents and children

Evidence-based Intervention and Support

The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children For example, Monitoring Highest need CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies

Other External agency support

Other interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report. All children needing targeted individualised support will have an Individual Care Plan drawn up setting out:

- The needs of the children

- How the pupil will be supported

- Actions to provide that support

• Any special requirements Children and parents/carers will be involved in the plan.

The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is jointly created between the Mental Health Lead and SENDCo.

Some need - Access to an in school nurture group, family support worker, school nurse, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.

Low need - General support E.g. School Nurse drop in, class teacher/TA,

• Enabling parents and carers to raise concerns to any member of staff.

Involving parents and carers

In promoting the awareness of mental health, we recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. On first entry to the School, our parents' meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence. To support parents and carers:

• We may organise a range of activities such as workshops on protective and risk factors, craft clubs, computer skills club, and English as an additional language classes.

• We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available. When a concern has been raised, the School will:

• Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)

• Offer information to take away and places to seek further information (See Appendix 1)

• Be available for follow up calls.

• Make a record of the meeting.

• Agree a mental health Individual Care Plan including clear next steps.

• Discuss how the parents and carers can support their child.

• Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

13. Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Our Mental Health Lead ensures their own skillset is up to date regarding mental health and supports other staff, as and when required, with an interest in professional development in this area. The staff received Academic Resilience training from Young Minds in January 2017.

Signed by: _____Headteacher   Date:_____

Signed by:_____Chair of Governors   Date:_____

Appendix 1 Where to get information and support

For support on specific mental health needs Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing.

www.mind.org.uk advice and support on mental health problems.

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health.

www.rethink.org challenges attitudes towards mental health.