**Mental Health and Wellbeing Policy**

**Stalbridge Primary Church of England School**

Last Updated September 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 vision shapes all we do;

Our vision is rooted in Romans 12: 8 and recognises the roles we play in working together to allow pupils, staff and parents to thrive.

**'We believe in building each other up, in discovering the potential of our world and in ourselves; we aspire to be the best that we can be, through God.'**

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:
*Mrs Lafferty- Jenkins- Designated Safeguarding Lead/ LAC/ Paediatric First Aid/ Mental Health and Wellbeing lead
*Mrs Padfield- Deputy Designated Safeguarding Lead
*Mrs Brown- SENDCO
*Miss Andrews- PSHE leader
* Mrs Bartlett- Pastoral leader/ Parent Support worker

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 Mrs Lafferty-Jenkins, Mental Health Lead. Guidance about referring to CAMHS is provided in Appendix 3- Referral for support.

**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.

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 Guidance[1] 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- Early Help

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 with Mrs Lafferty-Jenkins, our Mental Health and Emotional Wellbeing Lead.

[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 secretively
- 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 1- Support in School and Managing disclosures.

All disclosures should be recorded in writing and held on the pupil's confidential file using Myconcern. 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, who will provide store the record appropriately and take action in order to offer support and advice about next steps. See Appendix 3 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 verbally with a colleague, usually the Mental Health and Emotional Wellbeing Lead Mrs Lafferty- Jenkins, 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. Always record the concern using Myconcern.

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. Where there are risks of self- harm, parents must be informed immediately, and child protection procedures must be followed.

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 Mrs Lafferty-Jenkins must be informed immediately, verbally and recorded on Myconcern.

## 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 (website) and shared drive 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 Mrs Lafferty-Jenkins, our CPD Coordinator 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 September 2021.

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 Mrs Lafferty-Jenkins our mental health lead via phone 01963 362487 or email Headteacher@stalbridge.dorset.sch.uk

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

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

**Appendix 1- Support in school and managing disclosures**

We believe that good relationships between staff and pupils is essential for allowing children to share their feelings. It also ensures that staff 'know the child' and recognise when the child may be distressed.

Any child or parent may demonstrate a need regarding their mental health and wellbeing. In all cases, Safeguarding procedures must be followed. The confidentiality policy must also be adhered to.

| Support in school | Method | Parents |
|---|---|---|
| Worry box | Pupils can ask for support by writing a note. Followed up daily by SLT and ELSA | Usually referred back to Class teacher who will speak to parent/ carer during the same day. |
| ELSA | Pupils can be reffered by class teacher/ staff for support | Parents can be informed of the focus of support, progress and offered support themselves. |
| Oasis | Lunch club run by pastoral lead.<br><br>Close monitoring and support | Parents are informed of the option to attend |
| Nurture | Weekly group to support the sharing of feelings and building confidence.<br><br>ELSA works with Mrs Lafferty-Jenkins to nominate appropriate children. | Parents are informed that their child is attending |
| Meet and greet | Class TA will spend 1:1 time settling pupils, allowing time to talk and share concerns | |
| End of day review | Class T/ TA may review the day with pupil- writing in home school diary | |

Managing disclosures

All staff have up to date safeguarding training and support to manage a disclosure.

We follow the TED format Tell me, Explain,Describe

We use Myconcern to record and refer concerns.

Pupils are kept informed of support available and any decisions made for them.

**Appendix 2- Early Help and Useful resources**

The school works closely with families, health teams and the Family Partnership zone.
Support that can be offered;

| | |
|---|---|
| Stage 1 | Meeting with class teacher and parent support worker to identify need and possible avenues of support. A review date must be in place and details logged on Myconcern. |
| Stage 2 | In house support through school resources |
| Stage 3 | Early Help support- drop in with the Family Partnership Zone<br><br>Referral to school nurse |
| | Parenting workshops to share concerns |
| Stage 4 | Referral to Safeguarding or Health teams<br><br>CAMHS |

Useful resources

Referring a safeguarding concern
MASH 01202 228866

The Family Partnership Zone- Offers Early Help- in house support, drop ins at school
Leader for our area is Donna Lane
Donna.lane@dorsetcouncil.gov.uk
Main Office- 01305 221480

School Nurse
Zara Thorpe- School health lead
01258 452949
Zara.thorpe@nhs.net
Referrals direct to ;
dhs.snadmin.westdorset@nhs.net

Other useful contacts;

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

- MindEd: is a free educational e-learning resource for professionals on children and young people's mental health. Their resources can be used for individual professional training as well as for prompting wider staff discussion. They are highlighted across this website.
- KidsMatter: an Australian website, which pulls together quality materials and resources for primary school teachers.
- Anna Freud National Centre for Children & Families: working to transform current mental health provision by improving the quality, accessibility and effectiveness of treatment.

- Place2Be: providing emotional and therapeutic services in primary and secondary schools, building children's resilience through talking, creative work and play.
- YoungMinds: working to prevent mental health illness from developing and to improve early intervention and care for children and young people living with a mental health problem.
- Charlie Waller Memorial Trust: working to educate young people about the importance of staying mentally well and helping them understand how to maintain wellbeing.

Appendix 3- Referral to CAMHS

When referring to CAMHS, check that you have reviewed the threshold document and guidance. You might not meet the criteria and the request may be refused.

**For referral guidance please refer to the C-CAMHS Referral Guidance Booklet available online at: http://www.wheresyourheadat.co.uk/professionals**

It is best practice to complete the referral form with the parents and providing them with a copy of the referral form.

The e-form must be emailed and a copy attached to the child's Myconcern file.
Details as follows


## Carol Waring

## Team Administrator

## North Dorset C-CAMHs Team

☎ Tel: 01258 394149

☎ Fax: 01258 394083

Web: www.dorsethealthcare.nhs.uk


The e-referral form to be sent back by email to dhc.camhsnorthadmin@nhs.net.
Referral forms can be located on the school shared drive under ' mental health'. A paper copy is attached here.