



*'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'*

*'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'*

<b>Date Adopted</b>	
<b>Signed (Governors)</b>	
<b>Signed (Headteacher)</b>	
<b>Date for review</b>	

## 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)

At our school, we aim to promote positive mental health for every member of staff and every child. 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. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils 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 SEND policy where a student has an identified special educational need.

The Policy Aims to:

- Promote positive mental health in all staff and students
- 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 students suffering mental ill health and their peers and parents/carers
- Provide support to staff to manage their own and colleague’s well-being.

## Lead Members of Staff

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

- Designated Safeguarding/wellbeing Lead (entitlement for all): Mrs S. Johnson
- Deputy Safeguarding/well being Officer: Miss E Travis
- Link Governor for safeguarding: Mrs B Johnson
- Coordinator for Personal, Social, Emotional and cultural: Mrs S. Johnson
- • Special Educational Needs Co-ordinator and Deputy well being lead (Graduated response) : Miss C. Scowcroft

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 student is in danger of

immediate harm then the normal child protection procedures should be followed with an immediate referral to one of the safeguarding officers. If the student 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 the Child & Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by the mental health lead or SENCO.

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 pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental personal, social and health education (PSHE) curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling students 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 along with Think You Know and Young Minds 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, students 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.

We will display relevant sources of support in communal areas such as toilets and on class windows and will regularly highlight sources of support to staff in the staffroom and to pupils within relevant parts of the curriculum. The mental health lead sends out regular support information to staff and parents via email. 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 student 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 the Mental Health Lead using a cause for concern sheet. The Mental health lead will then inform the relevant people.

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

Disclosures by pupils and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff should listen rather than advise. Staff are clear to pupils that the concern will be shared with the Mental Health 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. All disclosures will be managed in accordance with the school's Child Protection (Safeguarding) Policy.

Where it is deemed appropriate to inform parents.

Where applicable the following will happen

- Face to face meeting
- Agreed steps going forward
- A date for a follow up information
- A way of contacting the school to ask any further questions
- Follow up information and advice leaflets, phone lines etc.

## 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 – Think you know, MindEd, NSPCC, Young minds, Childline
- Parents/carers/staff may also require specific relevant support information regarding self-harm, eating disorders, psychosis, anxiety, depression and more. The Mental Health Lead can signpost individuals further when necessary. Some of these sources are included in Appendix C
- 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
- Share ideas about how parents can support positive mental health in their children through planned 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. Emotional Literacy Support Assistant (ELSA) support may be offered to children impacted by friend's problems and/or behaviours. Advice and help is also gained from Lesbian, gay, bisexual and transgender (LGBT) Champions and SPACE charity. 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 may need help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves

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- 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 students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional continuing professional development will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Monitoring & Review Monitoring of mental health issues and policy implementation will be via:

- Continuing professional development (CPD) sessions delivered to staff relating to mental health
- Personal, Social and Health Education (PSHE) topics relating to mental health
- An annual report of the number of referrals through cause for concern.
- Termly review of interventions

The policy will be reviewed every 3 years.

## MHST

The school runs a pilot government scheme to support early mental health issues in school. Children are referred through their class teacher to the Headteacher who then refers to the Hub in order to gain support on a 6 week programme to promote good mental health.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Registration / Admissions Data/ cause for	Name D.O.B. Address	Legally Required To For	All Staff (Where Necessary)	Initially Completed On	Held On File Throughout

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concern information/ referrals/reports	Telephone Medical Issues Parental Details	Admission To School  Well-Being of Your Child  Communication		Paper Then Entered Onto School's Information Management System  Paper Version is Shredded	Child's Time At School  Passed Onto New School When Moving  Computer Retains Copy of Records in 'Archive'
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As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓