



Policy:	MENTAL HEALTH AND WELL-BEING POLICY 2022-25
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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 our daily lives.

Jesus said "I have come so that you might have life – life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage and fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities. **'Be kind, never give up and work together.'**

At Chawton CE Primary School, we are committed to supporting the emotional health and well-being of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

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

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships, showing love to each other
- promote self-esteem and ensure children know that they count
- encourage children to be confident, have courage and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

'Let all that you do, be done in love.' 1 Corinthians 16:14

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1: 5-9

'If we walk in the light as He himself is in the light, we have fellowship with one another...' 1 John 1-7

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic progress and achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

By developing and implementing practical, relevant and effective mental health and well-being 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. It should also be read in conjunction with Safeguarding, Child Protection, Behaviour and Anti-bullying, Personal Development (SRE) and SMSC policies.

Lead Members of Staff

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

- Sarah Goldsworthy- Headteacher, Designated Safeguarding Lead, SENCo
- Kirsty Blandford – Assistant Headteacher and Deputy Designated Safeguarding Lead
- Sarah Goldsworthy - Mental Health and Emotional Wellbeing Lead, supported by Tanya Cornaia, Amy Churcher (ELSAs)
- Rev'd Lesley Leon – School Chaplain

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 Safeguarding Lead/Headteacher or the Deputy Designated Safeguarding Lead/Assistant Headteacher. 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 Sarah Goldsworthy, SENCo and Mental Health Lead. Guidance about referring to CAMHS can be provided by contacting our SENCo, Sarah Goldsworthy

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. At Chawton CE Primary School we recognise the links between well-being, emotional resilience and PSHE. We use resources including Jigsaw and Heartsmart across the school to help promote healthy choices for both staff and children.

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 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.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- circle time approaches or 'circle of friends' activities.
- targeted use of Heartsmart resources.
- managing feelings resources e.g. 'Chatter Matter' boxes and 'worry eaters'
- managing emotions resources such as 'the incredible 5-point scale'
- primary group work/Mental health and wellbeing groups
- ELSA support groups.
- therapeutic activities including art, Lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- strengths and Difficulties questionnaire
- the Boxall Profile
- emotional literacy scales

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)

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

The support that is available within our school and local community, who it is aimed at and how to access this is outlined on the school website. This signposts to courses, the school nursing service and in the case of staff, promotion of the Hampshire's Building resilience guidance, which is displayed in the staffroom.

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

Identifying needs and warning signs

All staff will complete a simple termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

These are RAG colour coded to aid identification.

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 Sarah Goldsworthy, our Mental Health and Emotional Wellbeing Lead.

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

Working with parents

In order to support parents, we will:

- highlight sources of information and support about mental health and emotional wellbeing on our school website
- share and allow parents to access sources of further support e.g. through parent forums.
- ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- make our emotional wellbeing and mental health policy easily accessible to parents
- share ideas about how parents can support positive mental health in their children.
- 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.

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 CPOMS.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- the school nurse
- educational psychology services
- behaviour support through
- paediatricians
- CAMHS (child and adolescent mental health service)

- counselling services
- family support workers
- therapists

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding training in order to enable them to keep all pupils safe.

The MindEd learning portal 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 to 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 the Headteacher, who coordinates CPD, or our Mental Health Lead, Sarah Goldsworthy, who can also highlight sources of relevant training and support for individuals as needed.

Confidentiality

We will always 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 will 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 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. Particularly if a child is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead, Sarah Goldsworthy, as 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 child's mental health and wellbeing and children may choose to tell their parents themselves. 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 DSL must be informed immediately so that they can make the appropriate judgment referring to the Hampshire Safeguarding Thresholds chart.

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

Policy Review

This policy will be reviewed every 3 years, or if circumstances require it to be reviewed earlier. It is next due for review in Spring 2025.

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 Sarah Goldsworthy our mental health lead.

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