



St Philip Westbrook
C of E Primary School

"Together we aim high and with God's love we can fly"

Mental Health and Wellbeing Policy

Date of Review	Action
January 2019	New Policy Agreed



St Philip Westbrook C of E Aided Primary School

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Mental Health and Wellbeing Policy

Our Vision

'Together we aim high and with God's love we can fly' - We aim to create a loving community, enfolded by Christian values. Here children can develop their God given potential in a secure, nurturing and happy environment that embraces excellence and enables children to live life in all its fullness.

At St Philip Westbrook we are aware that everyone has a role to play in supporting children to be resilient and mentally healthy.

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 2014)

As a school we are developing and implementing practical, relevant and effective mental health procedures in order to promote a safe and stable environment for children affected both directly, and indirectly by mental ill health.

We aim to help children to develop good self-esteem and wellbeing via a whole school approach in delivering our PSHE curriculum and embedding Christian values. 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.

Christian Values

In our school our Christian vision shapes all we do. At St Philip Westbrook we promote a loving environment and display the following values in our daily practice. Ofsted stated: ‘Another strength is the pastoral support for pupils. Adults know pupils extremely well and are very attentive to their emotional well-being. Your Christian values are integral to this and are the guiding principles by which you support and develop the growth of emotional and personal development.’ (Ofsted April 2018)

Our Christian values include:

- Respect
- Hope
- Trust
- Fairness
- Compassion
- Wisdom
- Fellowship
- Perseverance

Scope

This policy describes the school’s approach to promoting positive mental health and wellbeing and 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 pupil has an identified special educational need.

The policy aims to:

- Create a supportive environment for all pupils, staff and parent/carers
- 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
- Equip children with strategies to manage and communicate feelings and emotions
- Provide support to pupils suffering mental ill health and their peers and parents/carers Provide support to staff working with young people with mental health and wellbeing issues
- Equip children with strategies to manage and communicate feelings and emotions

- To safeguard pupils and address concerns to the designated child protection officer

Lead Members of Staff

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

Mr Paul Stanley - Designated Safeguarding Lead, trained Mental Health First Aider.

Ms Steph Burness – Deputy DSL, Pastoral Lead and trained Mental Health First Aider

Mrs Lucy Anderson - SENDCo

Miss Danielle Daley - PSHE Subject Champion

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Pastoral Lead/Mental Health First Aider 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/Deputies. 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 Child and Adolescent Mental Health Service (CAMHS) is appropriate, this will be led and managed by our Pastoral Lead.

We refer to services/ therapists for pupils who do not meet CAMHS thresholds and all referrals should be made via our Mental Health Lead.

Individual Care Plans

Individual care plans for pupils causing concern, or who receive a diagnosis pertaining to their mental health, will be compiled. 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

Mental Health and Wellbeing Teaching

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 to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Our PSHE curriculum is devised of three core themes, Relationships, Mental Health and Wellbeing and Living in the Wider World.

Pupils in school will be taught the following:

EYFS	26. Why are we special
	27. Special people
	28. How are we different
	29. About changes
Year One	30 How to keep our bodies healthy
	31 To express what they are good at
	32 Strategies to manage feelings
	33 The importance of basic hygiene
	34 Becoming independent
	35 How to ask for help when they are worried
Year Two	<ul style="list-style-type: none"> • How to keep healthy • To know they are good at something's and to set goals • How to manage loss and changes • Rules about keeping physically and emotionally safe.
Year Three	<ul style="list-style-type: none"> • What makes a balanced diet • Managing risks and keeping safe • How to describe their feelings and resolve conflict • How to keep safe online
Year Four	<ul style="list-style-type: none"> • How to make choices to keep healthy • How images in the media do not reflect reality • Keeping safe online • About people who help to keep them safe
Year Five	<ul style="list-style-type: none"> • How the body changes • How to manage personal safety in the local environment • Assess levels of risk in situations and how to manage this • How to manage peer pressure
Year Six	<p>How to describe benefits of a balanced diet</p> <p>How to prevent spread of infection</p> <p>Learn about different influences on their behaviour and how to resist</p> <p>Learn about different habits</p> <p>Risks and effects of using illegal and legal substances</p> <p>What skills are needed in an emergency</p>

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.

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

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

Staff Training and CPD

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. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue

Our Headteacher and Pastoral lead have received training in Mental Health First Aid. 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. Suggestions for individual, group or whole school CPD should be discussed with the Head Teacher or Pastoral Lead, who can also highlight sources of relevant training and support for individuals as needed.

Warning Signs

It is all staff's responsibility to promote good wellbeing of all children. 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 our Pastoral 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
- Socially withdrawn
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Feeling excessively anxious, worried or frightened
- Strong feelings of anger

- Confused thinking
- 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

If a member of staff finds that a child has shared something of concern about themselves, or a friend, they should remain calm, supportive and non-judgemental. Staff will follow our school child protection procedures. All staff have been trained on this annually. 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?'

Confidentiality

We should be honest with pupils with regards to the issue of confidentiality. It is our responsibility to let pupils know we cannot keep secrets. If 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

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 and Carers

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 they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics their children are learning about in PSHE via Curriculum maps online

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 as a minimum.

It is next due for review in 2022.

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

