Caring   **A**chieving   **R**espectful   **E**xciting

Mental Health and Wellbeing Policy

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Link Governors: **A Repesa / C Foyle**

Policy Approved   **Signed: C Foyle/ A Repesa**   **Date: 10.10.19**

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1. Why mental health and wellbeing is important

At Hardwick Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise that mental health and emotional wellbeing is just as important to our lives 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 life and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 had 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".

Schools can be a place for children and young people to experience a nurturing and supportive environment and this has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school offers respite from difficult home live and provides positive role models and relationships which are critical in promoting children's wellbeing.

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 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

2. 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 able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with other
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve.

4. **How the policy was developed and who was consulted?**

In developing this policy, we have taken account of:
- Children and Young People's Mental Health: State of the Nation 2016
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015
- Preparing to teach about mental health, PSHE Association 2015
- Mental Health and Behaviour in Schools, DfE 2014
- Supporting children with medical conditions, DfE 2014
- Mental Health and Well Being Provision in School DfE 2018
- Staff, Governors and pupils at Hardwick.

5. **Links to other policies**

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equalities. 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.

6. **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.

7. 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 the 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).

Our Designated Lead for Mental Health, liaises with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Ensuring PHSCE teaching about mental health
- Providing advice, support, training and updates to staff
- Oversees referrals to mental health services.

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 and their families.

Sources of relevant support include:
- The Senior Leadership Team
- The Inclusion Manager / SENDCO
- The Safeguarding Team.

8. Supporting children's positive mental health

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 including: Pupil-led activities

- Assemblies to raise awareness of mental health
- R Time
- Mindfulness
- We also have targeted interventions for SEBD an SEMH including KS1 and KS2 Nurture Groups, Nurture ABC, Emotional Literacy Support Assistant (ELSA) and Trauma and Attachment
- Displays and information around the School about positive mental health and where to go for help and support
- Staff and parental mental health guidance leaflet.

Our children are taught explicit skills which include;
- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To co-operate and problem solve
- To motivate themselves and persevere
- How to calm down
- 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
- 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 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.

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

Our approach:
- To provide a safe environment to enable children to express themselves and be listened to
- To ensure the welfare and safety of children are paramount
- To identify appropriate support for children based on their needs
- To involve parents and carers when their child needs support
- To involve children in the care and support they have
- To monitor, review and evaluate the support with children and keep parents and carers updated

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 including:
- School Nurse Referrals; Single Point of Access (SPOA) referrals; Boxall Profiles and ELSA assessments
- Analysing behaviour, exclusions and attendance
- Staff report concerns about individual children to the relevant lead persons via CPOMS
- Pupil Progress Review meetings
- Regular meetings for staff to raise concerns
- Gathering information from a previous school at transfer
- Encouraging pupils, parents and carers to raise concerns with staff.

All staff are aware of the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead, Safeguarding Leads or SENDCo.

These signs might include:
- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm, then the School's safeguarding procedures are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental 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 Team and recorded on CPOMS in order to provide appropriate support to the pupil.

All disclosures are recorded on CPOMS. 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.

10. **Working with specialist services to get swift access to the right specialist support and treatment**

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children' Individual Care Plan. School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers.

Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral Procedure
Child and Adolescent Mental Health Service (CAMHS)	Through School, GP, parents
Educational Psychologist	Through SENDCO

11. **SEND and Mental Health**

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN).

12. Involving parents and carers

Promoting 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.

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 (see appendix 1). 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 organise a range of workshops, breakfast clubs, after-school clubs and Family Learning 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.
- We promote the mental health topics that are taught through the PHSCE curriculum on the School website.

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
- Be available for follow up calls
- Complete 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.

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. **Involving children**

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek feedback from children who have had support to help improve that support and the services they received.

14. **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 is a qualified 'Mental Health First Aider' for the workplace.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. Staff have been provided with information on their own mental health and wellbeing and organisations that can support them.

15. **Monitoring and Evaluation**

The mental health and wellbeing policy is on the School website and hard copies are available to parents and carers from the School office. All mental health professionals are given a copy before they begin working with the School as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Mental Health Lead and the Lead governor.

Appendix 1
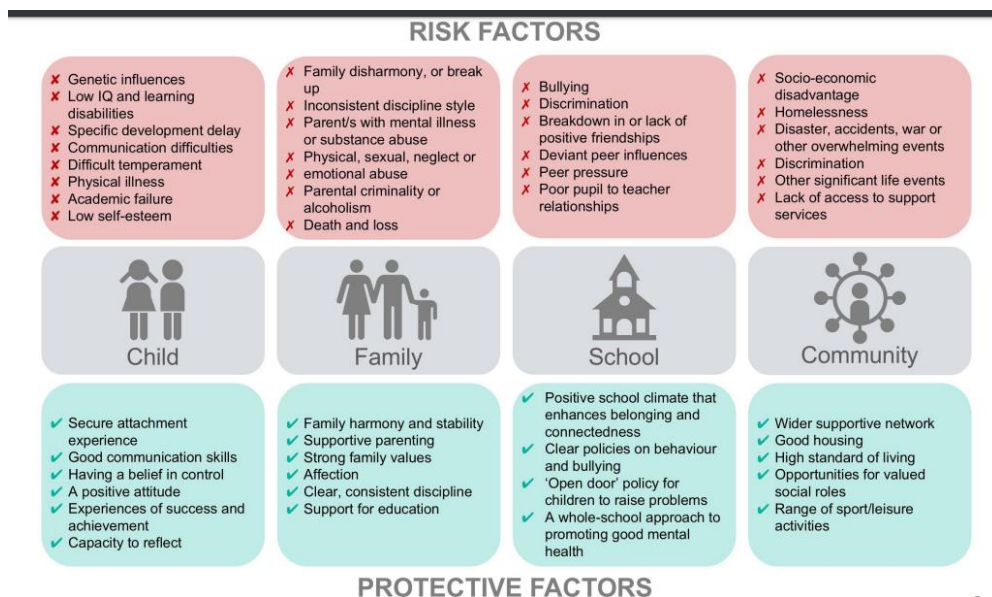
Public Health England: Mental Health of Children in England

Appendix 2

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