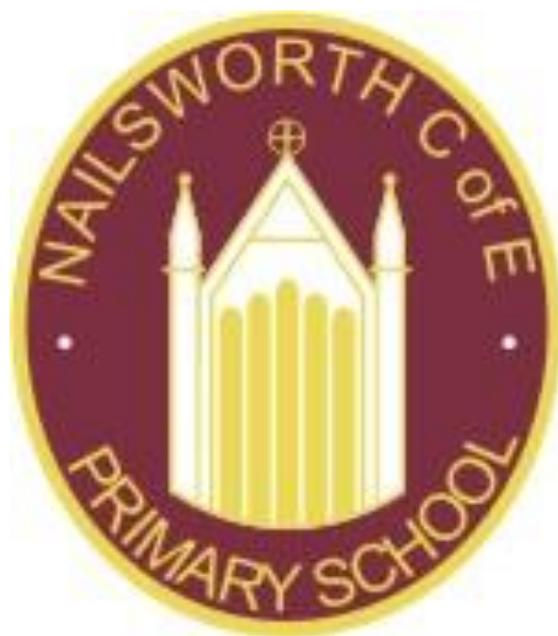


## Policy Statement for

# Mental Health and Well-being



Policies to refer and cross-reference: RSE, SEND, Safeguarding, First Aid and Medication (incl Intimate Care), the Full Opening Risk Assessment.

Change History	Summary of Key Changes
Oct 2019	Updated following a Review with staff and governors
Oct 2020	Updated following a Review with staff and governors

## Mental Health and Wellbeing Policy Nailsworth Church of England School

Last Updated October 2020

### 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 school vision is “Together, inspired by the challenge” with the emphasis on every individual having a part to play in the richness of our school. At the heart of this we are guided by John 10:10 “I have come to give life, life in all its fullness”. We aim to offer a Christian Education and love of learning to all members of our School community.

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. Account should be taken of

Owner:	Standards Committee	Delegated To	Headteacher
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the latest Covid Guidelines for schools and the Full Opening Risk Assessment. Cross-reference should be made to the relationship and sex education (RSE) policy.

<https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

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 Nailsworth C of E Primary School, our aim is that pupils should be able to:

- Talk about their emotions accurately and sensitively, using appropriate vocabulary.
- Understand that happiness is linked to being connected to others.
- Recognise the early signs of mental wellbeing concerns.
- Have an understanding of common types of mental ill health (e.g. anxiety and depression).
- Critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- Understand the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### Lead Members of Staff

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

Liz Geller - Designated Child Protection / Safeguarding Officer (DSL)

Clare Tyler-Sell - Deputy Designated Child Protection/Safeguarding Officer (DDSL)

Mark Davis - Deputy Designated Child Protection / Safeguarding Officer (DDSL)

Mental Health and Emotional Wellbeing Lead/ PSHE Lead

Sarah Edwards - Deputy Designated Child Protection / Safeguarding Officer (DDSL)

Kim Ostle -Thrive practitioner

Kate Bell -Thrive practitioner

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
Review Author	JJ	Published on Website	Yes

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. For further information on Safeguarding policy, please follow the link <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

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 children and young people's services (CYPS) is appropriate, this will be led and managed by

Liz Geller (DSL) or Mark Davis Mental Health Lead and DDSL.

### 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

Information on our First Aid and Medication (incl Intimate Care) policy can be found at <https://www.nailsworthschool.org.uk/index.php/about-us/our-policies/>

### 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 to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
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More information on personal, social and health education (PSHE) can be found at <https://www.nailsworthschool.org.uk/index.php/pshe/>

### 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 on the website for Gloucestershire Families

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

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 Liz Geller (DSL) or Mark Davis (DDSL) our Mental Health and Emotional Wellbeing Lead.

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
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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

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.

All disclosures should be recorded in writing and held on the pupil's confidential file. 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

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
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This information should be shared with the mental health lead, Mark Davis, who will provide store the record appropriately and offer support and advice about next steps. For guidance about making a referral to and getting more information about Children and Young People's Service (CYPS) please visit the website <https://ghc.nhs.uk/other-areas/cyp/>

## Confidentiality

We should be honest with regards to the issue of confidentiality. 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

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 with a colleague, usually the Mental Health and Emotional Wellbeing Lead Mark Davis. 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 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.

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 must be informed immediately.

## 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):

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
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- 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 steps and always keep a brief record of the meeting on the child's confidential record.

### **Working with All Parents**

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**

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

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
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- 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

### Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile anti-bullying procedures and policy as well as posters, assemblies and events
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships
- Enhancing school and classroom layout, facilities and resources, such as bespoke Thrive rooms.
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained teams of Thrive Practitioners.
- Using Thrive materials to raise self-esteem and confidence levels.
- Nurture room to support pupils in their general wellbeing as well as specific issues such as anxiety.
- Therapist support twice a week for selected pupils.
- A broad and balanced curriculum with opportunities for intellectual, physical and expressive development
- Opportunities for pupil leadership through different scenarios. E.g. School Council, Spiritual Team, Ethos Committee, Buddy System.
- An emphasis on praise and reward.
- Opportunities for reflection and spiritual development through art, literature, sport and the RE curriculum

### Staff Support

Owner:	Standards Committee	Delegated To	Headteacher
Review Frequency	Every 2 years	Updated	Sept 2020
Version	2.0	Status	Ratified Oct 2020
Review Author	JJ	Published on Website	Yes

We support the mental health and wellbeing of all staff through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external CPD training
- Consultation on training and support needs through regular review
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks
- Organisation of social events suggested by staff.

### Training

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.

Training opportunities for Thrive Practitioners or those who require more in-depth knowledge will be implemented 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 Liz Geller, who can also highlight sources of relevant training and support for individuals as needed.

### Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in Sept 2022.

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 Mark Davis our mental health lead via phone (01453 832382) or email [senco@nailsworth.gloucs.sch.uk](mailto:senco@nailsworth.gloucs.sch.uk)

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

Owner:	Standards Committee	Delegated To	Headteacher
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