



Mental Health and Wellbeing Policy for Stoke Canon Church of England Primary School

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 as we ‘Nurture and Grow Together through Compassion, Integrity and Kindness’

This is underpinned by the parable of the Sower:

‘But as for what is sown on good soil, this is the one who hears the word and understands it, who indeed bears fruit and yields’ Matthew (13:23)

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.

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

Lead Members of Staff

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

Louise Herbert- Designated Child Protection / Safeguarding Officer
Emily Allen - Mental Health Lead/ PSHE Lead
Admin Team-Kellie and Emma- Lead First Aiders
Louise Herbert- CPD Lead

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. 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 Louise Herbert or Hilary Dodd

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 may be included in an EHCP where appropriate. 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 (SCARF) 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.

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 in the Appendix

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 the DSL or deputy DSL or 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

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 rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively see the appendix. There is also information on the school website.

All disclosures should be recorded in writing and be recorded on CPOMS. 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 when known

This information should be shared with the mental health lead, Emily Allen who will store the record appropriately and offer support and advice about next steps and may identify referral for appropriate further support.

Confidentiality

We should 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 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 , 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. 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.

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):

- 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

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 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

When a pupil is experiencing mental health issues, it can be a concerning for their friends. Friends often want to support but do not know how. As a part of our policy, we may check to see if peers need support. Support will be provided either in one-to-one or in group settings and will be guided by conversations by the pupil who is struggling 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

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 pupils safe. Training will also focus on the importance of modelling mentally healthy living.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.¹

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 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 Louise Herbert and Emily Allen, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Supporting Colleagues

As a school we are mindful that we are responsible for many of the pressures staff are under and aim to work together to minimise this. We recognise the importance of being able to ask for help.

If a member of staff is struggling it can be helpful for them to also speak to someone outside of school for example the Education Support Partnership 08000 562 561, their GP, Union or the Samaritans.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in **July 25**

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 Emily Allen our mental health lead via phone **01392 874583** or email **allene@csmmps.org.uk**

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

¹ www.minded.org.uk [accessed 02/02/18].

Appendix I: Signposting Further Support

Links for Further Support

- [Children and Family Health Devon](#)
- [Pinpoint Devon](#)
- [Living life to the full](#)
- [Youth in mind](#)
- [Headspace](#)
- [Mindfulness in Schools](#)
- [Sleep](#)
- [Ted Talks - Sleep is your superpower](#)
- [Ted Talks - Why we all need to practice emotional first aid](#)
- [Time to Change](#)
- [Mind](#)
- [Young Devon](#)
- [Heads Together](#)
- [Mental Health](#)
- [Depression and Anxiety](#)
- [Self Esteem](#)
- [Beat Eating Disorders](#)
- [Winstons Wish](#)
- [Balloons Charity](#)
- [Happy Maps](#)
- [Anxiety Booklet](#)
- [One Wave](#)

Supporting Students

- [Exam Stress](#)
- [Kooth.com](#)
- [Young Minds](#)
- [EH4MH Young People's Hub Group](#)
- [Ted Talks](#)
- [Samaritans](#)
- [Mood Juice](#)
- [Early Help for Mental Health](#)
- [Action East Devon](#)
- [Young Minds Projects](#)

Supporting Parents

- [CAMHS Devon](#)
- [Family Lives](#)
- [Accessing Support](#)
- [Help your child beat exam stress](#)
- [Top Ten Tips](#)
- [Early Help for Mental Health](#)
- [Family Lives](#)
- [Open Door Exmouth](#)
- [Mind for Families](#)

- [Happy Maps](#)

Supporting Staff / Mental Health and Wellbeing Educational Resources

- [Education Support Partnership](#)
- [Mind Tools](#)
- [Partnership for Well-being and Mental Health in Schools](#)
- [Boingboing](#)
- [Young Minds](#)
- [Dove](#)
- [Babcock](#)
- [Coach Bright](#)

Support for Feelings Around Suicide

- [Hope Line UK](#)
- [Hectors Horse](#)
- [Heads Together](#)
- [Samaritans](#)

Appendix 2: How to Handle Mental Health Disclosures Sensitive

Some things young people tell us

- Notice our distress and be helpful!
- Stigma affects us all – it's about time we were able to talk about how we feel
- Growing up is difficult – support us when change happens in our lives
- See beyond our labels
- Don't let us get lost in the system
- We are the experts on us, start listening to us

(Children and Young People's Manifesto: Young Minds 2009)

M = ME! How you are BEING is crucial to successful listening. Check the lid on your inner rescuer.

A = Active Listening

G = Generate their "what next."

I = Inspire and be Inspired

C = Compliment - notice and feed the qualities of the Growth Mindset.

Let's have a think about the impact of what we say...

"Not you again..."

"I haven't got time for your nonsense today"

"Stop thinking about it"

"Don't worry about it, it'll be alright"

"Don't be silly..."

"Don't be stupid, we've talked about this"

How does that leave you feeling...?

Validate their experience and need for support - How do you know your young person is feeling heard by you?

"I hear what you are saying..."

"You're very good at explaining what's going on for you..."

"I'm pleased that you've come to me to figure this out..."

What about the impact of...

"I'm really proud of you for noticing that you feel like..."

"Well done you for recognising you're feeling like..."

"Thank you for sharing that with me, I like being here for you..."

How does this response make you feel?

Help them without helping them!

- Encourage problem solving.
- Notice out loud to the child or young person what they are doing well in that process.

- This will help to install the belief within the child or young person that they can cope in the situation and will help them to rewrite their self-image.

Tips: Inspire and be Inspired

Whatever your child/young person has suggested as their calm down and moving on method...Go with it! Even if you think there are better choices....they are learning the 'right' answers for themselves and they won't learn it if you keep giving them your answer!

- "Wow...I love that idea, it's one of your 10 a day²! I really am inspired by your efforts today"
- "That sounds like you now have a plan....I love a plan from our 10 a day."
- "It sounds like you know what your brain needs to feel looked after and rested, you have reminded me how important it is to look after our mental health - thank you."

How do you bring the formula into our everyday conversations?

We go the extra mile and rain noticing and praise on our next generation whenever they are trying or achieving looking after their mental and physical health.

Some typical phrases that talk to the Growth Mindset of our children and young people in everyday conversations might be:

- "You have really worked hard at working that out"
- "I love how you ask for others ideas when you are stuck."
- "I notice you are great at thinking about solutions when problems pop up."
- "I like that you have chatted that over with your friends too"
- "Thank you for your kind words."

I know when I feel good because I notice myself to be:

I know when my mood needs balancing because I notice myself to be:

Things I know help me balance my mood are:

To keep my mental health balanced my daily maintenance plan includes:

These are the people I choose to contact when I need help or distracting:

This is how I rest my brain and relax:

Wellness Recovery Action Plan

Our very own Normal Magic

To repair, recover and sustain good mental health these are musts:

² 10 a Day: Talk about your feelings. Ask for Help. Take a Break. Eat Well. Stay Hydrated. Keep in touch with people you care about. Stay active in mind and body. Do something you are good at and enjoy. Actively care for others. Be proud of your very being.