



Mental Health and Wellbeing Policy

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)

Policy Statement

At Frances Olive Anderson C of E Primary School 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.

In our school our Christian vision shapes all we do:

Being Different; Belonging Together.

Frances Olive Anderson Church of England Primary School is a place where all are welcomed and considered valuable and valued as unique children of God. As a school community we aim for all to develop wisdom, hope for the future and a sense of self-worth - to aspire to be the very best we can be, and to enable us to serve others.

We have a strong and dedicated team who endeavour to provide an exciting and enriched curriculum from which we can all learn. The academic and emotional needs of our community are considered, to enable everyone to flourish. Happy learners are lifelong and successful learners.

We strive for our children and adults to be resilient to face any challenges and become a voice for change in the world where change is needed.

"All of us are Christ's body, and each one is a part of it." (1 Corinthians 12:27)

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 Mental Health Strategy and Supporting Medical Needs 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



FRANCES OLIVE ANDERSON
Church of England (Aided) School
'Being different, Belonging together'



- 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:

Mrs Sarah Woolley - Designated Child Protection / Safeguarding Lead/PHSE Subject Leader
Mr Stewart Cook – Designated Child Protection / Deputy Safeguarding Lead/SENDCo
Mrs Sarah Hill – Pastoral Lead
Mrs Karen Cullum – Health Mentor

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Pastoral 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/Safeguarding Lead. 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.

See the following appendices taken from 'Healthy Minds Lincolnshire – Toolkit for Education Staff'.

- Appendix (i) Flowchart
- Appendix (ii) Checklist for Schools
- Appendix (iii) Early Intervention Support Model

Where a referral to CAMHS or Healthy Minds is appropriate, this will be led and managed by Mrs Sarah Woolley (Headteacher) with the support of our Pastoral Lead.

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.

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 use the 'Jigsaw' PSHE scheme resources to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

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.

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 Mrs Sarah Hill 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
- 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 Appendix (iv).

All disclosures should be recorded on our Safeguarding online tool and held on the pupil's confidential file. This 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

This information should be shared with the Pastoral Lead, Mrs Sarah Hill, who will ask the member of staff to record the disclosure on the Safeguard online tool. In consultation with the safeguarding leads and members of the SLT if appropriate, support and advice about next steps will be given.



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 Pastoral Lead and/or Safeguarding Leads, 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 time 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 Safeguarding Leads 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 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

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.

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.

Training opportunities for staff who require more in-depth knowledge will be considered and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.



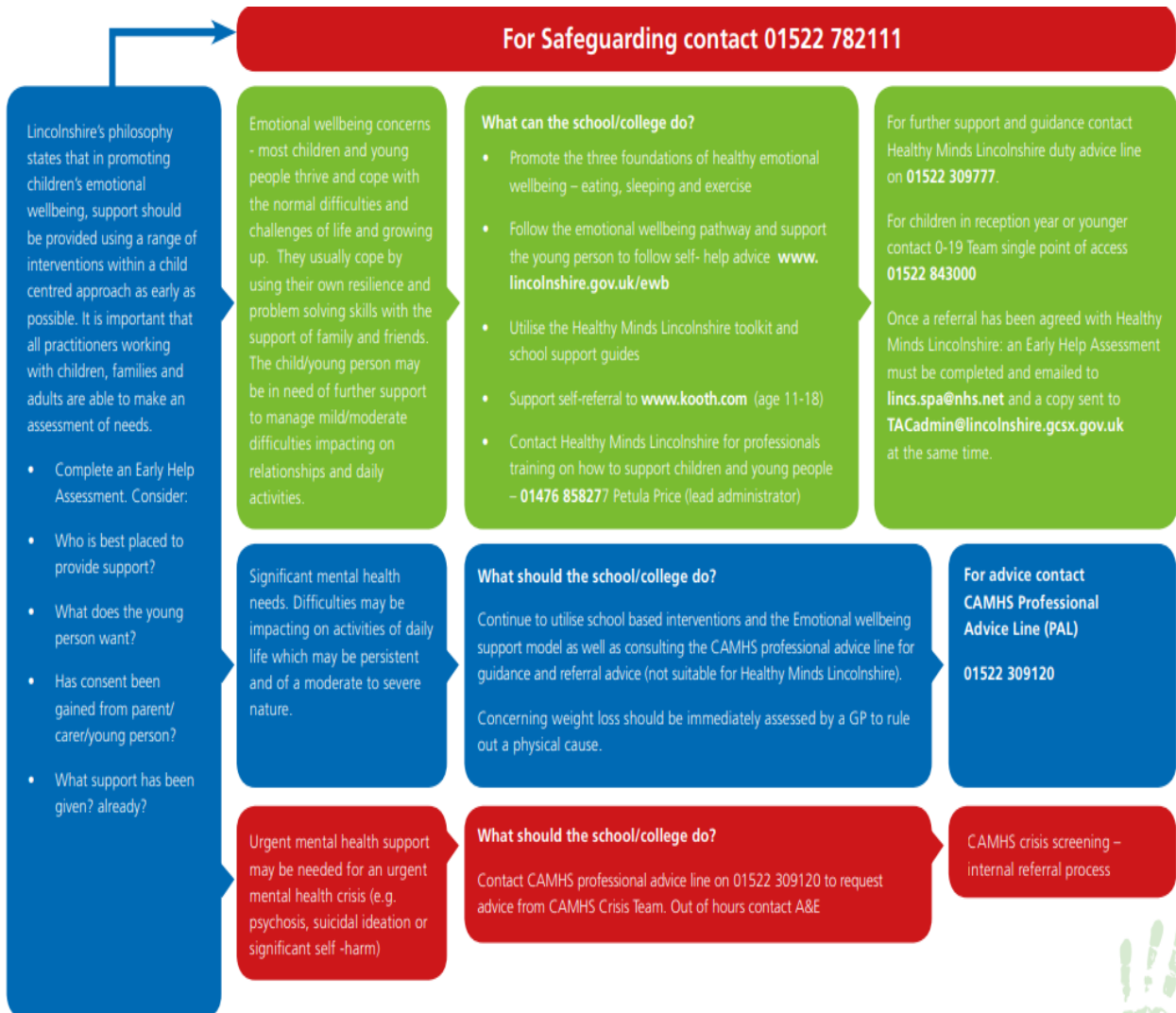
Policy Review

This policy will be reviewed and updated as appropriate and every 3 years as a minimum. It will be updated to reflect personnel changes.

Agreed by the Full Governing Body October 2021.
It is next due for review in October 2024.



Appendix (i)





Appendix (ii)

Checklist for schools

- Look at and signpost to the emotional wellbeing pathway for self-help information and referral guidance to different services www.lincolnshire.gov.uk/ewb
- Is it a behaviour problem? Follow the Lincolnshire Ladder of Behavioural Intervention and use the [Lincolnshire Inclusion Toolkit](#) for schools. Is the young person at risk of exclusion – consider a referral to Behaviour Outreach Support Services (BOSS).
- Social communication or learning needs in school? The working together team supports schools by providing expertise and practical specialised assistance.
- Follow the School Guidance Emotional Wellbeing [flowchart](#)
- Use the Healthy Minds Early Intervention Support [Model](#)
- Use a [SDQ or RCADS](#) screening tool if appropriate
- Support referral to Kooth (11-19 on-line support/counselling) www.kooth.com
- Use the Healthy Minds Lincolnshire education support guides for low mood, worries and [self-harm](#)
- Complete an Early Help Assessment within the Team Around the Child (TAC) process. The Early Help Assessment offers an opportunity for the school and parents to explore any unmet needs for the young person as well as identifying their strengths. Whilst completing the assessment, discuss what intervention would be best for the child/young person? Who knows the young person best and would be best placed to offer an intervention? What does the young person want? If a referral to Healthy Minds Lincolnshire is agreed - clearly identify what the emotional wellbeing concern is and what has been tried already?
- Is this a common issue in the school? Would a workshop supporting a small group be more beneficial than one to one?
- Need support or advice from Healthy Minds Lincolnshire – call the duty line 01522 307999 (9:30-4:30)

Completed EHA forms should be sent to Healthy Minds at Lincolnshire Partnership NHS Foundation Trust (LPFT) Single Point of Access: lincs.spa@nhs.net

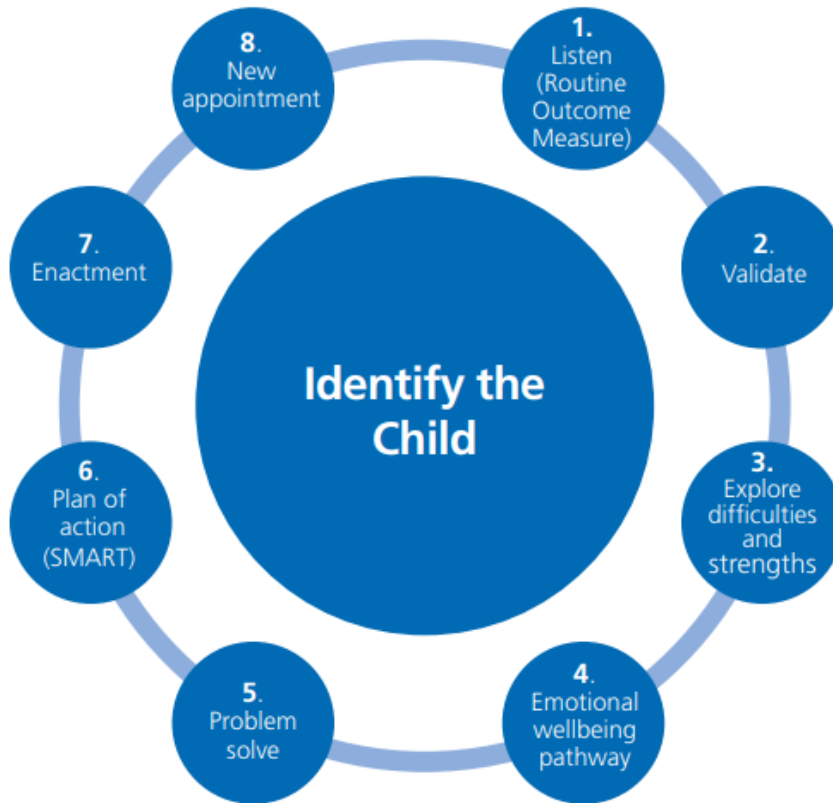
A copy should be sent to the TAC administrator: tacadmin@lincolnshire.gcsx.gov.uk





Early Intervention Support Model

Healthy Minds Lincolnshire recommend using this model to explore emotional wellbeing concerns with children and young people and support them to problem solve.



1. Listen to the young person and really hear what they are worried about. Conduct an outcome measure if needed, complete an Early Help Assessment to look at what the needs are (see page 24 for guidance).
2. Recognise that this worry is real for them; do not dismiss it as being silly or that it will go away.
3. Explore the young person's strengths as well as their difficulties. It is their strengths that they will draw on to solve problems.
4. Seek support from the emotional wellbeing pathway www.lincolnshire.gov.uk/ewb.
5. Is it a practical worry? Look at how you can support the young person to problem solve that worry. Signpost the young person to self-help advice, www.kooth.com (online support).
6. Put a plan of action in place, ensure it is SMART (specific, measurable, achievable, relevant, timebound).
7. Allow the set time for the young person to make changes.
8. Arrange a time to review the plan with the young person.





Appendix (iv)

Managing Disclosures

It is common for professionals to be worried about talking to people regarding their mental health/emotional wellbeing. These are some of the concerns:

- What if I say something that makes the problem worse?
- I don't know anything about mental health, what if I can't answer their questions?
- What if they get really distressed and I don't know how to help them?
- What if I say something which 'opens a can of worms' and I won't know what to do?

The advice from 'The Healthy Minds Lincolnshire – Toolkit for Education Staff' is:

- Listen, do not make a judgement, do not assume you know how they feel
- If you don't know the answer to something, admit that you don't know. There are lots of agencies that can offer support to you or the child/young person if they need specialist advice.
- Remember there are no magic words to make someone feel better. It can take time for someone to cope and find resolutions to the situation they are in before they feel differently emotionally.
- If you feel the young person is a risk to themselves or others, you should advise the young person that you need to make a plan to keep them safe. This would involve informing carers, ensuring the young person is kept safe until a carer can arrive, suggesting distracting techniques that the young person may find useful (listening to music, playing computer games, looking at YouTube videos).
- Write down afterwards accurately what was disclosed, do not make judgements or give opinion
- Report to Safeguarding lead

Professionals can contact CAMHS Professional Advice Line 01522 309120 for advice, if it is an emergency contact 999