

ST ANN'S CE PRIMARY SCHOOL



Mental Health and Wellbeing Policy

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)

Why is there a need for a policy.

Young Minds charity reports that one in five young adults and one in ten children have a diagnosable mental health disorder. That translates to roughly three children in every classroom.

Mental health issues can affect a student's emotional wellbeing as well as their educational attainment. We have a whole school approach that not only addresses student mental health but also shows students and their parents that the school is committed to the wellbeing and mental health of the students. Additionally it signals to students that the school is understanding of mental health issues and encourages them to come forward with any difficulties. A mentally health school is one that has a whole-school approach to the topic of mental health and sees the mental health of its students, staff and parents as everybody's responsibility.

At St Ann's C E school our Christian vision shapes all we do, we are a school where "everyone Matters".

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.

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:

Mrs K Keen - Designated Safeguarding Lead

Mrs L Grumbley - Deputy Designated Safeguarding Lead / Senior Mental Health Lead

Mrs L Grumbley - Mrs L Grumbley - Pastoral Lead

Mrs K Keen, Mrs L Grumbley and Mrs L Swift-Bate are all Mental Health First Aiders

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 schools normal child protection procedures should be followed with an immediate GOLD form completed and given to the DSL or DDSL. 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 the MHST or CAMHS is appropriate, this will be led and managed by Mrs Grumbley, Mental Health Lead. Guidance about referring to MHST or CAMHS is provided in Appendix 1 Referrals

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 follow the PSHE Association Guidance¹ 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 is outlined in Appendix 2 Signposting

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:

¹ Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and> (accessed 02.02.2018)

- 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 Grumbley, 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 Appendix 4 disclosers.

All disclosures should be recorded on CPOMS 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 mental health lead, Mrs Grumbley who will provide guidance, store the record appropriately and offer support and advice about next steps. See Appendix 3 Disclosers for guidance about making a referral to MHST and CAMHS.

- **Appendix 1 Referrals**

MHST (Mental Health Support Team)

<https://www.merseycare.nhs.uk/our-services/warrington/mental-health-support-team-schools>

CAMHS (Child Adolescents Mental Health Services)

<https://www.merseycare.nhs.uk/our-services/warrington/child-and-adolescent-mental-health-service>

- **Appendix 2 Signposting**

Happy OK Sad - Whether you're feeling great and want to stay that way, you're a bit fed up; or you're struggling to manage your feelings, this site has links to information and tips ranging from how to boost your mood, to where to

Child's name_____Class_____	(leave free for the safeguarding team to complete)
Date_____Time_____	Further actions by_____
Staff signature_____	Date_____Staff debrief YES ☐

get help if you're unable to cope.

<https://happyoksad.warrington.gov.uk/>

Offload is a free 10-fixture programme, designed to prevent mental health problems support men to look after their own mindsets and recognise when they or others require further support. It offers a creative, engaging and effective mental fitness project for men in Warrington. The project is a collaboration between Rugby League Cares and State of Mind Sport and offers men the opportunity to go behind the scenes of the great game of Rugby League, and learn the mental fitness techniques of professional players and be supported to develop their own winning mindset.

<https://warringtonwolvesfoundation.com/offload/>

MHST (MENTAL Health Support Team)

<https://www.merseycare.nhs.uk/our-services/warrington/mental-health-support-team-schools>

CAMHS (Child Adolescents Mental Health Services)

<https://www.merseycare.nhs.uk/our-services/warrington/child-and-adolescent-mental-health-service>.

- **Appendix 3 Disclosers**

Child's name _____ Class _____ Date _____ Time _____ Staff signature _____	(leave free for the safeguarding team to complete) Further actions by _____ Date _____ Staff debrief YES ☐
EXAMPLE OF A GOLD FORM	
Concern/incident (include your name, any witnesses, context and location)	
Please complete and hand to a member of the safeguarding team LG KK LH KSh LSB PLEASE ENSURE THAT YOU HAVE SIGNED AND DATED THE FORM	