



Mental Health and Well Being

DATE FOR REVIEW: September 2019

Wath Victoria Primary School
James Montgomery Academy Trust



Signed:

Ratified by Chair of GovernorsDate:

Statement of Intent

At Wath Victoria Primary School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy is a guide to all staff – including non-teaching and governors – outlining Wath Victoria Primary School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

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| • Pastoral Staff | ▪ Student support champion |
| ▪ Designated Safeguarding Lead | ▪ Head Teacher |
| ▪ SENCO | ▪ SEMH / PSHE Coordinator |

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the school SENDCO.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Individual Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Pastoral Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Any work to be carried out in school
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

Curriculum

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE / SEMH curriculum and our peer mentoring programme.

We will follow the guidance issued by the PSHE Association, along with current government legislation to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use Jigsaw lessons as a vehicle for providing students who do develop difficulties, with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. This will include specific mindfulness practices.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (displays, windows, toilets etc.) and through our communication channels (newsletters, website, Facebook, Twitter, Class Dojo), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Sources of support at school and in the local community

In the local community

- CAMHS
- Early help
- GP

In-School support

- Emoji emotions
- Socially speaking
- Renew resilience
- Bonding through play
- Lego therapy
- Therapeutic story writing
- Emotional literacy
- Anger Gremlin programme
- Lunchtime club
- Shining Stars after school club

- Mediation for conflict resolution
- Enhanced transition
- Wishes and feelings work
- Personalised mentoring sessions
- Bereavement guidance
- Art therapy
- Positive parenting liaison
- Homework club

Warning Signs

Staff may become aware of warning signs which indicate a student, member of staff or parent 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 alert the school SENDCO or a member of the pastoral team. Concerns about staff should be address to the Head Teacher.

Possible warning signs, (not exclusive) which all staff should be aware of include:

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| <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ 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 |
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Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to

CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses, early help and other available professionals in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Rotherham Borough Council Children's Services, including Early Help, Rotherham CAMHS and other agencies services to follow various protocols including assessment and review referral;
- Identifying and assessing in line with the Early Help Assessment Plan, children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Liaising with JMAT and authority professionals via the Northern regional partnership meeting for SEMH.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first step
- Providing a range of interventions that have been proven to be effective,
- Ensure that people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation agreed next steps

This information will be shared with the designated safeguarding lead and school SENDCO and any allocated mentor if necessary.

It is important to also safeguard staff's emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, social media, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

Peer support

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student 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 needs 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 to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

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 students.

This policy will be updated and revised as necessary, in line with developments in school and in mental health provision for education nationally.