

NASEBY C of E PRIMARY SCHOOL

Mental Health & Well Being Policy



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Mental Health and Wellbeing Policy

Naseby C of E C of E Church of England 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.

Our Vision

'Let all that you do, be done in love'. 1 – Corinthians 16:14

We are inclusive, welcoming others regardless of differences, appreciating and nurturing the uniqueness of each individual. We respect everyone, showing them the tolerance, understanding and the forgiveness we desire for ourselves. Love is our cornerstone – the love of God, the love of others and the love of ourselves.

Living our Vision

Our journey of faith begins with the Church of England's vision for education; 'Deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. - John 10:10' In line with the Church of England's role as the established Church, our vision is for the common good of the whole community. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. The Church of England, as a whole, seeks a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements, which permeate the vision:



Wisdom



Hope



Community



Dignity

We are educating for:

Wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

As a Church school the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos.

Peterborough Diocese Board of Education

At a local level, the vision of the Peterborough Diocesan Board of Education is:

'Education for life, deeply Christian, serving the common good'

Education for life

We aim to provide our children and young people with an excellent education in every area of the curriculum and in every aspect of their personal development, so that they are able to lead a fulfilling life and are equipped to make the world a better place. We want pupils to leave school with a rich experience and understanding of Christianity and other world faiths; we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way which enhances their lives.

Deeply Christian

We wish to ensure that the Christian faith is developed through every aspect of each school. We believe that Christian values should permeate the whole curriculum and every dimension of a school's policy and practice. We aim to make sure our pupils appreciate the biblical basis and Christian beliefs that underpin these values.

Serving the common good

Church schools serve whole communities. The academic rigour they offer should co-exist with an emphasis on living well together as a school community. They should serve one another and look outward to support their local community and the wider world. The gospel speaks of God's love for the whole world (John 3:v16 'For God so loved the world that He gave his one and only Son that whoever believes in Him may not perish, but have eternal life'), and through our Church of England schools we seek to make that love known.

Mental Health

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 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 Cook – Head Designated Safeguarding Lead
Hannah East – Deputy Designated Safeguarding Lead
Sharon Ellis - Designated Safeguarding Lead
Hannah East - Mental Health and Emotional Wellbeing Lead
Aimee Markham – First Aid Lead
Sharon Ellis – Nurture Lead
Louise Cook - CPD Lead
Louise Cook - Head of PSHE

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 Hannah East Mental Health Lead. Guidance about referring to CAMHS is provided in Appendix 1.

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. 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

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)

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 Hannah East, 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.

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

This information should be shared with the mental health lead, Hannah East - who will provide store the record appropriately and offer support and advice about next steps. See Appendix 1 for guidance about making a referral to CAMHS.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we feel 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 Hannah East 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 a designated Safeguarding Lead 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.²

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 Cook our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed annually. It is next due for review in September 2024. 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 Hannha East our mental health lead via phone 01604 740540 or email heast@naseby.pfschools.org.uk

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

² www.minded.org.uk [accessed 02/02/18].

Appendix 1

Telephone the CAMHS Advisory Service for Professionals for advice about:

- how to refer a child to CAMHS
- other services available for children and young people with mental health problems or developmental disorders

Northamptonshire CAMHS contact details;

- **Live chat** – talk to us on [CAMHS live](#) 9am to 9pm, Monday to Friday
- **Text a school nurse** – for friendly, helpful advice. This service is designed for 11- to 19-year-olds: 07507 329 600 Monday to Friday, 9am to 4pm
- **Phone** – the consultation line for parents, carers, young people and professionals is available 9am to 7pm, Monday to Friday on 0800 170 7055

Appendix 2

Support available in school;

- a) School nurse who is available by appointment. Ask Mrs. Watson at the school office for contact details. Or if you prefer, contact the school office via email on; parents@naseby.pfschools.org.uk
- b) Nurture support – Mrs. Ellis runs nurture sessions for children on a 1:1 basis or in small groups in our Nurture Room. Please contact your child's teacher to organise sessions with Mrs. Ellis.
- c) Parental support – Mrs. Ellis and school staff also provide support for parents in relation to dealing with behaviour, bereavement, and mental health and well being concerns.
- d) Wider parental support; If you are in a crisis, at risk of self-harm or suicide – the CAMHS crisis team is open 24/7 and can be accessed by calling 0800 170 7055

Or:

Text Shout to 85258 at any time day or night. [You can find out more by accessing the Give a Shout website](#)

If your life is at imminent risk, call 999 for emergency help

Other useful contacts:

[The Mix](#) is a UK based charity that provides free, confidential support for young people under 25 online and on social and mobile

[Blurt it Out](#) for information on how to cope in a crisis and complete a crisis plan

[Sexual Health Service](#) NHFT's sexual health team

[Northamptonshire Rape Crisis](#) for anyone affected by sexual violence or abuse