MENTAL HEALTH AND WELLBEING POLICY

Owned and Written by	Gaynor Blair Assistant Headteacher	**Date** Spring 2022
Approved by	Full Governing Body	**Date** 16 May 2022
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MENTAL HEALTH AND WELLBEING POLICY

Named mental health lead: Mrs Gaynor Blair

Named Governor with lead on mental health: Reverend Tim Madeley

Rationale:
Mental health and emotional wellbeing are as important as physical health to lead a happy and fulfilling life.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Within their school career all children will experience ups and downs and some may face significant life events. The Department for Education recognises that: *'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'*

'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 Organisation (WHO)

Aims:
At Bushmead Primary School we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We pursue this aim by using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children. Pupils and staff will be taught skills to increase their awareness of mental health and emotional wellbeing. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, five children will have a probable mental health disorder. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for children affected both directly, and indirectly by mental ill health.

This policy describes the school's approach to positive mental health and emotional wellbeing and it is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our medical policy, should a student's mental health overlap or be linked to a medical issue; the SEND policy , where a student may have an identified special educational need; the behaviour policy, because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to unmet mental health needs and the Safeguarding policy, in relation to prompt action and wider concerns of vulnerability.

The Policy aims to:
- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to children suffering mental ill health and their peers and parents/carers

Objectives:

Eight principles Figure 1. Eight principles to promote a whole school and college approach to emotional health and well-being taken from '*Promoting children and young people's emotional health and wellbeing: A whole school and college approach.*'

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Bushmead Primary School. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health and emotional wellbeing. It will focus on creating a social, emotional and physically rich environment, where key relationships can thrive and children can feel secure in their learning. The curriculum will promote 'the pupil voice' by fostering their independence, promoting 'good choice making' and actively encouraging our pupils to recognise feelings, whilst learning to express them appropriately.

Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create

solidarity. Clear identification, impact and outcome measures will feed into school based programmes and the target interventions that will be offered to pupils.

At Bushmead Primary School our objective is to promote a whole school approach to emotional health and wellbeing through six half termly themes based on '*The Five Ways to Wellbeing*' (Mind).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Connect with others	Learn something new	Yoga and meditation	Connect with nature	Mindfulness	Being Active

Throughout the year we will also 'Give' to charity and partake in local community projects.

ALL STAFF have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility
includes:
- Ms Travi, Mr Read, Mrs Davies, Mrs McPheat, Miss Clark, Mrs Beeston and Mrs Blair - Designated Safeguarding Leads
- Mrs Blair - Assistant headteacher and Mental Health Lead
- Miss Clark - Inclusion Manager
- Miss Pugh and Mrs Ratcliffe - PSHE Leads

Pupil Identification

Wellbeing measures include:
- staff observations
- any changes in a child's behaviour, attention or presentation
- any communication from the pupils regarding their emotions, feelings or wellbeing.

Any member of staff who is concerned about the mental health or wellbeing of a child, should record this on CPOMS in the first instance. We then implement an assessment of need to ensure that children get the support they need, either from within school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

If there is concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead staff.

 If the child presents with a medical emergency then the normal procedures for medical procedures 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 the Family Workers. Guidance about referring to CAMHS is provided in Appendix 2.

Individual SEN support plans will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health.

Pupil Wellbeing Assessment, Interventions and Support

Need The level of need is based on discussion at regular Inclusion meetings with key members of staff	Evidence-based Intervention and Support The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children.	Monitoring
Highest need	CAMHS assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other external agency support Other interventions e.g. art therapy. If the school professionals conclude that a statutory education, health and care assessment is required, we refer to the SEND policy.	All children needing targeted support individualised support will have an Individual Care Plan drawn up setting out ● The needs of the children ● How the pupil will be supported ● Any special requirements Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact. The Care Plan is overseen by the Mental Health Lead.
Some need	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes.	
Low need	General support e.g. School Nurse drop in, classteacher, TA.	

Staff Identification
Training and sharing materials in regard to mental health and emotional wellbeing will be made available for **all** staff. Should staff need to discuss any concerns, we operate an 'open door policy' to senior leadership and we have a fully committed, supportive governing body.

Schools Advisory Services (SAS) information and advice will be made accessible to all staff (posters in key areas and folders on the Drive). This will contain informative advice about key factors understanding the importance of their own emotional wellbeing and where to go if they need additional support/ advice. Appraisal will allow for mutual communication about personal health and emotional wellbeing if both feel it is deemed necessary.

Staff Wellbeing Support and Interventions

Whole School Approach	A SLT and governing body committed to provide all staff with listening support in relation to emotional wellbeing and recognition of this within performance management/appraisal discussions.	● Open door policy, contactable governing body. ● Information sharing from lead practitioners ● Posters/leaflets displayed in key areas, e.g. rest rooms ● Signposting to additional CPD courses
	Work life support and flexibility for personal wellbeing appointments within school time.	
	Library of resources and Online training with Mind Ed, Anna Freud Centre and Planned CPD opportunities.	
Whole School Offer	Emotional Wellbeing Staff Meetings and Inset Days	● Planned staff meetings with MH Lead or trained professionals
	SAS Confidential Counselling Service	
	Bushmead Primary School staff wellbeing charter	
Targeted support	Debriefing/support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the Headteacher, Deputy Head or Assistant Head.	
	Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.	

Procedure for concern in relation to mental health and emotional wellbeing

If a pupil chooses to disclose any concerns about their own mental health, safety of wellbeing, or that of a friend, a member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first priority should be of the pupil's emotional and physical safety.

Disclosures should be recorded in writing and held on the pupil's confidential file (CPOMS). This written record must include:
- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps and actions

Confidentiality

We should always be honest with children and their families in regard to confidentiality, especially if this compromises a child's safety or wellbeing. If we think it is necessary to pass our concerns about a pupil on, then we should discuss with the child:
- Who we are going to talk to
- What we are going to tell them
- Why we need to tall them

Working with parents and carers

In order to support parents with their children's emotional and mental health we will:
- Highlight sources of information and support about common mental health issues and behaviours on our school website
- Ensure that all parents are aware of who they can talk to, and how to get the support they need 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 and emotional well being in their children through the website and parent information events
- Keep parents involved about the mental health topics that their children are learning about and share ideas for extending and exploring at home.

Staff Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. We will host relevant information on our school website for staff and parents who wish to learn more about mental health. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff that require more in depth knowledge will be considered as part of our appraisal process and additional CPD will be supported where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Appendix 1: Further information and sources of support about common mental health issues

Below is sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page on the listed website. Some pages are aimed primarily at parents but they are listed here because the links are useful for school staff too.

Support on all of these issues can be accessed via Young Minds (www.youngminds.org.uk), Mind (www.mind.org.uk) and for e-learning opportunities Minded (www.minded.org.uk).

Self-harm
Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support www.selfharm.co.uk National Self-Harm Network: www.nshn.co.uk

Depression
Ups and downs are a normal part of life for us all, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support Depression Alliance:
www.depressionalliance.org/information/what-depression

Anxiety, panic attacks and phobias
Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support Anxiety UK: www.anxietyuk.org.uk

Obsessions and compulsions
Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms - it is not jsu about cleaning and checking.

Online support OCD UK: www.ocduk.org/ocd

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some youtube people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support Prevention of young suicide UK PAPYRUS: www.papyrus-uk.org

Eating problems

Food, weight and shape may be used as a way of coping with, communicating about difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support Beat - the eating disorder charity: www.beateatingdisorders.org.uk/
Eating Difficulties in Younger Children and when to worry:
www.youngminds.org.uk/parent/a-z-guide/eating-problems/

Appendix 2:CAMHS REFERRAL PROCESS

https://www.elft.nhs.uk/camhs/where-we-work/south-bedfordshireluton-camhs