



Policy: Mental Health and Well-being

Named mental health lead: Mr Geoff Carter

Named Governor with lead on mental health: Mr Tim Dodgson

1. Why mental health and wellbeing is important

At St. Peter's, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are God's children and are all loved.
- All children are valued as individuals
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

2. Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.



- Where parents, staff and children can get further advice and support.

3. Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing
"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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

4. How the policy was developed and who was consulted

The development of this policy was led by our SLT which includes our SENCO, our Lead for Behaviour and Pastoral, our Deputy Headteacher and Headteacher. We will also consult with children, staff, parents and carers, the school nurse and local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists.

- Staff discussed the draft policy at a staff meeting.

In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.

5. Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, RE, SEN and Inclusion, single equality policy. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

6. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.



4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

7. Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (*see appendix 1 on risk and protective factors*).

Our Pastoral Lead for Social, Emotional & Mental Health Needs

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our own Pastoral Team



- Our Safeguarding/Child Protection Lead
- Our Class teachers
- School support staff employed to manage mental health needs of particular children
- Our SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse

8. Supporting children' positive mental health

We believe the school has a key role in promoting children positive mental health and helping to prevent mental health problems. Our school has bought the 'Jigsaw' PSHE scheme of work which has half-termly units across the school having mindfulness at its core. The scheme develops a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- We want to look at setting up a Friendship Squad – a lunchtime group supporting younger children at lunchtime.

Transition programmes

Transition Programme to secondary schools for all Year 6 children to support a smooth transition to secondary school

Class activities

- Kindness buckets a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated and acts of kindness
- To set up worry boxes - a similar mechanism where children can anonymously share worries or concerns in class
- Mental health teaching programmes e.g. based on cognitive behavioural therapy within PSHE lessons
- Circle times

Whole school

- To set up Termly Mental Health breakfasts - pastoral Lead for Social, Emotional & Mental Health Needs runs breakfasts for staff to talk about mental health issues and do ongoing promotion
- Wellbeing week – whole school focus on doing things which make us feel good
- Displays and information around the school about positive mental health and where to go for help and support
- Staff mental health leaflet

Small group activities with learning mentor

- Nurture groups
- Resilience Training
- Talkabout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict



Teaching about mental health and emotional wellbeing

- Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
- The above as part of PSHE lessons or Kidsafe lessons led by learning mentor

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.
- The above as part of PSHE lessons or Kidsafe lessons led by learning mentor

9. Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.



- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

- Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:
 - SDQ (Social Difficulty Questionnaires)
 - Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
 - Using Leuven scales to identify children in EYFS who need support.
 - Staff report concerns about individual children to the relevant lead persons.
 - Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Pastoral Lead (these are anonymous but give an indication of needs in a particular classes regularly).
 - Pupil Progress Review meetings termly
 - Regular meetings for staff to raise concerns.
 - A parental discussion on home visits when the child first starts school
 - Gathering information from a previous school at transfer.
 - Parental meetings in EYFS.
 - Enabling children to raise concerns to any member of staff.
 - Enabling parents and carers to raise concerns to any member of staff.

All staff at St. Peter's will have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Pastoral / Mental Health Lead or the SENCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

Disclosures by children and confidentiality



We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

<p>All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children</p>	<p>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 <i>For example</i></p>	<p>Monitoring</p>
<p>Highest need</p>	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other interventions e.g. NW Action Counselling service If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.</p>	<p>All children needing targeted individualised support will have an Individual Care Plan drawn up setting out</p> <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements <p>Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre</p>



		and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the Mental Health Lead.
Some need		Access to in school nurture group, learning mentor, school nurse, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.
Low need		General support E.g. School Nurse drop in, class teacher/TA,

Signed on behalf of the Governors	Mrs V. Stanyer
Date	September 2019
Review Date	September 2022