

## **St Chad's Patchway CE VC Primary School**

### **Mental Health and Wellbeing Policy**

*Learning to love, loving to learn.*

#### **This is written with reference to:**

- DfE Research and analysis: Supporting mental health in schools and colleges (August 2017)
- DfE Advice on Mental health and behaviour in schools (March 2014; 2016)
- DfE Guidance: Information sharing advice for safeguarding practitioners (March 2015)
- DfE Guidance from Public Health England: Promoting children and young people's emotional health and wellbeing (March 2015)
- Children Act 2004; 10 (2)

#### **Defining mental health**

Mental Health is “*the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance*” (World Health Organisation).

Mental health affects all aspects of life and behaviour.

Mental health affects all aspects of a child's development including their cognitive abilities and their emotional wellbeing. Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children, the opportunities for learning and personal development during adolescence are exciting and challenging and an intrinsic part of their school experience. However they can also give rise to anxiety and stress. Children may also suffer mental health issues owing to circumstances outside school.

#### **Who is covered by this policy?**

This policy applies to all pupils who attend, and all staff who work at St Chad's C of E Primary School irrespective of role. This policy encourages the mental health and wellbeing for all staff and children.

#### **Context and Rationale**

Mental Health and Wellbeing promotes school success and improvements by:

- Promoting positive mental and emotional wellbeing by providing information and support.
- Creating a shared understanding of all aspects of mental health.

- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive health and wellbeing.

### **Purpose**

- Increase understanding and awareness of mental health issues so as to facilitate early intervention and mental health problems.
- Alert pupils and staff to mental health warning signs and risk factors.
- Provide support and guidance to all staff, including non-teaching staff and governors dealing with students who suffer from mental health issues.
- Provide support to students who suffer from mental health issues, their peers and parents/guardians.
- Describe the school's approach to mental health issues.

### **Rationale**

We believe that pupils who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually.
- Play and learn.
- Become aware of others and empathise with them.
- Initiate, develop and sustain personal relationships.
- Develop a sense of right and wrong.
- Face challenges, resolve issues and setbacks and learn from them.
- Develop resilience, resourcefulness and capacity to work collaboratively.

### **Aims of the Policy**

The purpose of this policy is to have:

#### **General**

- Resilient, happier and more motivated pupils and staff who get more out of life.

#### **Teaching and Learning**

- Pupils who are more engaged in the learning process.
- Pupils who can concentrate and learn better.
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment.
- More effective teaching.
- Parents and carers who are more involved in school life and learning.

#### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence.
- Pupils who have a say in what happens at school.
- More engaged learners.
- Good concentration, behaviour and attendance.
- Positive peer relationships.

### **Aims**

- Pupils will be able to recognise their role in their own health and wellbeing and develop the ability to make healthy choices.
- Pupils will develop the self-esteem, awareness of others and self-confidence to play an active part in school life and be valued and valuable members of their communities, now and throughout their lives.

### **Staff Confidence and Development**

- High Morale.
- Staff with high wellbeing leading to lower absenteeism.
- Stable, content and consistent workforce.
- Positive and effective relationships with pupils.

### **Policy Statement**

St Chad's Primary School is committed to promoting the mental health and emotional wellbeing of pupils and staff. In order to do so the school will:

#### **Promoting Mental Health and Wellbeing (Prevention)**

- Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Provide appropriate training and information to staff on mental health and emotional wellbeing.
- See to integrate mental health and emotional support across the curriculum.
- Keep this policy under review and make changes when legislation and best practice requires.

Those with day to day contact with pupils are likely to be best placed to spot any changes in behaviour which may indicate that a pupil is at risk of a mental health problem. They should report any concerns to the Senior Leadership Team in accordance with the terms of this policy.

#### **Addressing Needs (mechanisms to support children and staff)**

- Promote a culture which supports and encourages self-disclosure.

- Provide a framework for responding appropriately to mental health wellbeing.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary. For pupils, through our system and for staff, via their line manager or the Senior Leadership Team.
- Co-operate with other organisations involved in the delivery of mental health and emotional support services.
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.

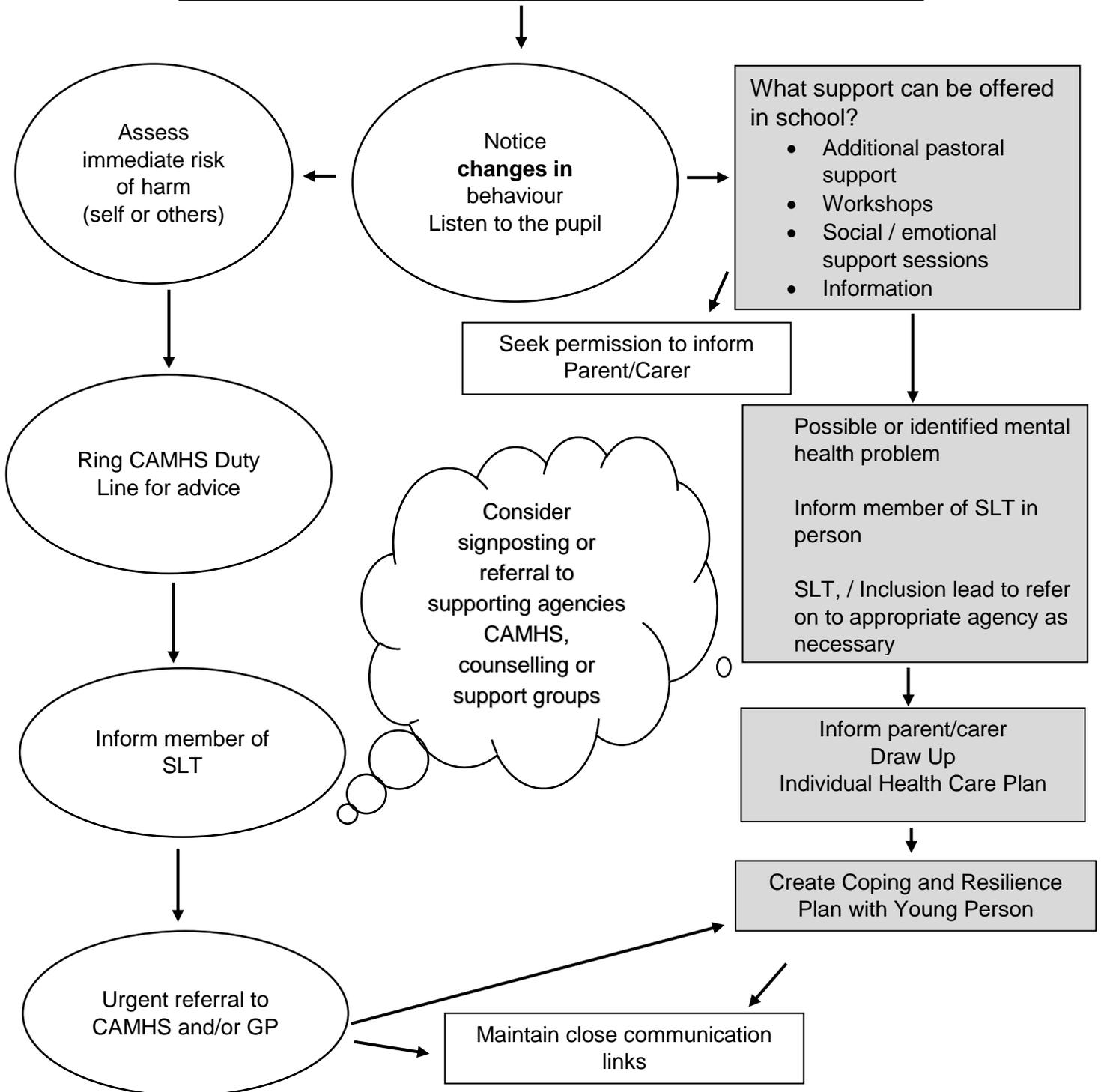
The school may become aware of concerns over a pupil's mental health in a variety of different ways, including where:

- A pupil acknowledges that they have a problem and seeks help;
- A pupil exhibits consistent disruptive, unusual or withdrawn behaviour which may be indicative of an underlying problem and/or indicates that a pupil could be at risk of developing mental health problems;
- A member of staff, parent or another adult reports a concern about, or issues relating to, a child's mental health or behaviour;
- Where another pupil or child reports concerns about, or issues relating to, a pupil's mental health or behaviour.

**The school will take all reports over the mental health and wellbeing of its pupils seriously and not delay in investigating and, if appropriate, in putting support in place, including where necessary, taking immediate steps to safeguard a pupil.**

# Mental Health Referral Pathway

What you should do if you have concerns about a pupil's emotional wellbeing or mental health



## **Edith Grotberg “A Guide to Promoting Resilience in Children”**

To overcome adversities, children draw from three sources of resilience features labelled:

### **I HAVE, I AM, I CAN.**

What they draw from each of the three sources may be described as follows:

#### **I HAVE**

- People around me I trust and who love me, no matter what
- People who set limits for me so I know when to stop before there is danger or trouble
- People who show me how to do things right by the way they do things
- People who want me to learn to do things on my own
- People who help me when I am sick, in danger or need to learn

#### **I AM**

- A person people can like and love
- Glad to do nice things for others and show my concern
- Respectful of myself and others
- Willing to be responsible for what I do
- Sure things will be all right

#### **I CAN**

- Talk to others about things that frighten me or bother me
- Find ways to solve problems that I face
- Control myself when I feel like doing something not right or dangerous
- Figure out when it is a good time to talk to someone or to take action
- Find someone to help me when I need it

A resilient child does not need all of these features to be resilient, but one is not enough. A child may be loved (I HAVE), but if he or she has no inner strength (I AM) or social, interpersonal skills (I CAN), there can be no resilience. A child may have a great deal of self-esteem (I AM), but if he or she does not know how to communicate with others or solve problems (I CAN), and has no one to help him or her (I HAVE), the child is not resilient. A child may be very verbal and speak well (I CAN), but if he or she has no empathy (I AM) or does not learn from role models (I HAVE), there is no resilience. Resilience results from a combination of these features.

## Self Harm Do and Don't

Do	Don't
<p><b>Stay Calm – no reaction is better than a negative one.</b></p> <p><b>Listen</b> – show a low key dispassionate demeanour.</p> <ul style="list-style-type: none"> <li>➤ Acknowledge their emotional distress</li> <li>➤ Ask what help and support they want and explain you have to tell to get help</li> </ul> <p><b>Observe</b> – the young person's non-verbal clues, look at their body language – does what they say and what you see match up? What is the underlying mood state – is it anger? Sadness? Frustration?</p> <p><b>Be aware of Risk Factors and promote Protective Factors</b></p>	<p><b>PANIC</b> – Unfortunately many young people self-harm and each young person will have a different reason or story behind their behaviour. Panicking will not help the young person feel safe and contained.</p> <p><b>Send them away or ignore it</b> – make some time for them. Either help them find other ways of coping or help them get support.</p> <p><b>Be judgemental</b> – keep an open mind about the behaviour and don't refer to it as "attention seeking". Remember – attention seeking is attention needing.</p> <p><b>Work alone</b> – you may still see the young person alone, but you may need to offload with an appropriate colleague.</p>

### REMEMBER

Most episodes of self-harm have nothing to do with suicide. For most young people self-harm is a way of coping with overwhelming emotions. The easiest way to differentiate between suicide and self-harm is by asking the child what their intention was behind the self-harm behaviour.

Listen, then try to help the young person find alternative positive ways of coping and identify their supportive network. Draw up a "Coping and Resilience Plan".

If a child is talking to you about their self-harming behaviour, it is because they feel they can trust you but you cannot promise to 'keep it a secret'. This may lead to drawing up a plan. Tell the young person you have to pass the information to a member of the Senior Leadership Team and ideally their parent/carer.

**Treat suicide intention as an emergency; do not leave the young person alone. Contact a member of the Senior Leadership Team.**

## Appendix

**Warning Signs:** If there are signs and symptoms that last weeks or months; and if these issues interfere with the child's daily life, not only at home but at school and with friends.

### **A child might need help if they:**

- Often feel anxious or worried
- Has very frequent expressions of anger or is intensely irritable much of the time
- Has frequent stomach-aches or headaches with no physical explanation
- Are in constant motion; can't sit quietly for any length of time
- Has trouble sleeping, including frequent nightmares
- Loses interest in things she/he used to enjoy
- Avoids spending time with friends
- Has trouble doing well in school, or academic grades decline
- Fears gaining weight; exercises, diets obsessively
- Has low or no energy
- Has spells of intense, inexhaustible activity
- Harms her/himself, such as cutting or burning her/his skin
- Engages in risky, destructive behaviour
- Harms self or others
- Smokes, drinks, or uses drugs (older pupils)
- Has thoughts of suicide
- Thinks his/her mind is controlled or out of control; hears voices

## **Mental Health and Wellbeing**

### **Curriculum Organisation**

St Chad's is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum and health/welfare agencies that support our pupils.

Staff use a variety of methods for ensuring sound emotional and physical health and well-being. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Providing a broad and balanced curriculum, appropriately to learning needs with frequent opportunity to learn or reinforce key skills in the local community
- Building resilience on "I have, I am, I can" Grotberg model (Appendix 2)
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking
- Encouraging co-operation and collaboration
- Clearly identified rewards and sanctions, understood by all
- Clear anti bullying policy, reinforced by all staff
- School council; pupil voice through subject leader interviews
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Nurture support

The school places emphasis on problem-solving, positive self-assessment, self-reflection, quality feedback and encouragement to participate in school and community events. A range of extracurricular opportunities exist to extend interests and talents beyond the classroom.

The delivery of personal, social, health, citizenship and careers is fundamental to our promotion of emotional health. All pupils follow an accredited Personal Development course, appropriate to age, stage of development and cognitive ability. Staff deal sensitively with these issues and differentiate according to need. Pupils are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities to work in both friendship and ability groups as appropriate with regular reviews of grouping, seating arrangements or learning support to ensure maximum benefit.

St Chad's School sees parental involvement as a vital part of emotional and physical wellbeing. Regular opportunities exist to promote partnership with parents, including:

- Parent evenings, twice across the year
- Use of Dojo to communicate with home and class teacher (a reward system that also uses a feature similar to messaging)
- Use of class books for communication in some cases, most often in KS1 and when there is need

- Involvement in annual reviews of Education Health Care Plans, one page profiles, medical plans and more
- Open door policy
- Weekly homework opportunities
- Invitations to performances, class assemblies, church services, sporting events (Sports Day, Area Sport, Festival of Youth Sport, Dance Festival etc.), festivals and more
- Welcome BBQ
- Fairs
- Open Mornings for parents to be in class with their child
- Welcome to EYFS evening meetings x2 a year
- Slots in the first two days for parents to come into school with their child and spend time with the staff and in the school
- Special Evenings, such as curriculum evenings
- The use of text messaging
- Termly whole school newsletters
- An up to date and wide ranging website.

### **Tier 1 – pastoral organisation for pupils**

We pride ourselves on the care that is given to all pupils in St Chad's. Our methods include:

- All staff knowing all of the children, their families and actively striving to understand each child
- Staff being aware of individual needs and vigilant of changes in behaviour/mood
- Recognising and responding positively and proactively to a pupil's emotional needs
- Communicating with parents regularly, positively and realistically to create a partnership approach to pupils' emotional health and wellbeing
- Home-school communication methods (as above) with an open door policy
- Personal Social Health and Emotional wellbeing explicitly taught on a weekly basis including specific input on emotional wellbeing and mental health built into curriculum
- Stand alone special days and weeks (Mental Health week with foci such as how to value yourself) anti bullying week etc.)
- Group interventions on emotional wellbeing with pupils identified termly to be part of these, personalised programmes drawn up and reviewed, with the option for emergency and immediate support plans drawn up and delivered when needed
- Buddy system, where Year 6 pupils support younger pupils in the school
- New pupils assigned an in class buddy to support smooth integration and to start school with a friend
- Transition work undertaken with all pupils in school before any significant change, especially in time for a new academic year / new teacher etc. Extra is done with pupils who have been identified as suffering from any mental health need that would be exacerbated by change

- Other activities where pupils are paired across classes within the entire school such as Reading Buddies, intra school sports events, some trips and more
- Encouraging identified pupils to do simple breathing or mindfulness exercises
- Changing the timetable when needed, such as coming into school early to avoid a stress point
- Specialised packages delivered for identified pupils (sensory diet, de-brief and pre-teach etc.)
- Boxall profiles completed by Inclusion leader and Class Teacher to help identify pupils in need and what type of additional support may be needed
- Liaising with the appropriate agencies to enlist their advice and/or support
- Purchasing in specialist support
- Ongoing training for staff in relation to Mental Health and Wellbeing to enable staff to be aware, able to spot and able to support positive change
- A whole school drive to support positive mental wellbeing