

# John Perry Primary School



## Mental Health and Well-Being Policy

**Date: September 2022**

**Review Date; September 2023**

# John Perry Primary School

## Mental Health and Well-being Policy

This policy was agreed by Governors on \_\_\_\_\_ and it will be reviewed in \_\_\_\_\_

Named mental health lead: Annette Rose

Named governor with lead on mental health \_\_\_\_\_

### 1. Why mental health and wellbeing is important

At John Perry Primary School, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers; we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health is. We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Research however, suggests that about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and this can have an enormous impact on their quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (2020) recognises that: "in order to help their pupils 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 pupils wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that pupils are able to manage times of change and stress, be resilient and are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils 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 be a school where

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils 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 well-being, we recognise the importance of promoting staff mental health and well-being.

## **2. Purpose of the policy**

This policy describes our school's approach to promoting positive mental health and well-being and is intended as guidance for all staff, including non-teaching staff and governors;

This policy sets out,

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support pupils with mental health needs
- How we support members of the wider community, staff, parents and carers, who may be experiencing mental health difficulties.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse and support pupils
- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

## **3. Definition of mental health and wellbeing**

The following definition of Mental Health has been agreed by staff and shared with all pupils:

*"Mental Health is about our feelings, our thinking, our emotions and our moods – things you can't really see, but that affect our lives in lots of ways."*

Mental health and well-being 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. Links to other policies**

This policy links to our policies on safeguarding, supporting pupils with medical conditions, anti-bullying, PSHE and SEND strategy. It also links to our SEN Information Report. Links with the 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.

#### **5. A whole school approach to promoting positive mental health**

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

All staff at John Perry Primary School have a responsibility to promote the mental health and emotional well-being of pupils, each other and members of the wider school community through;

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Raising awareness of the importance of mental health and well-being through direct, explicit teaching as part of our PSHE curriculum
6. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
7. Effectively working with parents and carers
8. Supporting and training staff to develop their skills and resilience
9. Signposting members of staff or parents/carers who may be experiencing mental health difficulties to external support agencies.

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

## 6. **School Mental Health Lead and Additional Personnel**

Staff at John Perry Primary School with a specific and relevant responsibility in the areas of well-being and mental health are currently;

- Mrs Annette Rose Assistant Head Teacher Inclusion/SEND – Mental Health First Aider and Safeguarding Lead (DSL)
- Ms Marta Carbero – Deputy Head Teacher
- Mrs Karen Langridge – Deputy Safeguarding Lead (Mental Health First Aider)
- TBC - PHSE Coordinator
- Mr James Gray – Learning Mentor/Thrive Practitioner

In school, these staff will:

- Lead on and work with other staff to coordinate whole school activities to promote positive mental health
- Provide advice and support to staff and organise training and updates
- Keep staff up to date with information about what support is available
- Are the first point of contact and communicate with mental health services
- Lead on and make referrals to services

## 7. **Supporting pupils' positive mental health**

Teaching about mental health and emotional well-being

Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

### **Primary pupils learn**

#### **Key Stage 1**

- 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

## **Key Stage 2**

- 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), how to respond and ask for help
- About the importance of talking to someone and how to get help

## **8. Identifying, referring and supporting pupils with mental health needs**

### **Our approach is to:**

- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils as paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils and keep parents and carers updated

## **Early Identification**

All staff 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 Mental Health Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering 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
- Drugs or alcohol misuse
- 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.

In the case of pupils looked after by the Local Authority, i.e. children in care, the virtual school Head will be made aware of information about any looked after child's physical, emotional or mental health that may have an impact on his/her learning and educational progress; this will be indicated in their Personal Education Plan [PEP].

## **Parents/Carers**

We recognise that parenting can be a difficult job and sometimes parents/carers themselves may experience difficulties in their emotional well-being and mental health; this may then impact on their ability to parent positively. In such instances we will signpost parents/carers to external sources of support such as the G.P or mental health services; this information will also be made available under the well-being section of the school website.

## **Staff Identification**

It is recognised at John Perry Primary School that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing; training and signposting to materials about mental health and emotional well-being will be made available to all staff as they become available. An open door policy to senior leadership is always made available to staff in need of emotional support and we have a full committed and supportive governing body

## **Disclosures by pupils and confidentiality**

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

All disclosures are recorded and held on the school's online Safeguard system; this should include,

- date,
- name of pupil and member of staff to whom they disclosed,
- summary of the disclosure
- Agreed next steps.

## **Assessment, Interventions and Support**

All concerns are reported to the DSL/Mental Health Lead and recorded. We then implement our assessment system which is based on levels of need to ensure that pupils 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.

When a concern has been raised, the school will;

- Contact parent/carers and meet with them.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a mental health/pastoral support plan including clear next steps.
- Discuss how the parents/carers can support their child.
- Keep parents/carers up to date and fully informed of decision about the support and interventions provided.



<p style="text-align: center;"><b>Need</b></p> <p>The level of need is based on discussions at the regular Safeguarding/Inclusion meetings with key members of staff</p>	<p style="text-align: center;"><b>Evidence-based Intervention and Support</b></p> <p>the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils</p>	<p style="text-align: center;"><b>Monitoring</b></p>
<p>Wave 3</p>	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies</p> <p>Thrive assessment - 1-1 intervention</p> <p>School Counsellor</p> <p>L.A Inclusion Advisory Service for SEMH (BDSIP)</p> <p>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 pupils needing targeted individualised support will have an Individual Plan drawn up setting out</p> <ul style="list-style-type: none"> <li>• The needs of the pupils</li> <li>• How the pupil will be supported</li> <li>• Actions to provide that support</li> <li>• Any special requirements</li> </ul> <p>Pupils 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 and post SDQ and if needed a different kind of support can be provided.</p>
<p>Wave 2</p>	<p>Access to in school based intervention, family support worker, school nurse, counsellor, educational psychologist, small group intervention, skills for life/wellbeing programmes, circle of friends via Thrive</p>	<p>The Care Plan is overseen by the Mental Health Lead</p>
<p>Wave 1</p>	<p>General support E.g. Learning Mentor drop in, school nurse drop in, class teacher/TA, phase leaders, parent support adviser.</p>	

Pupils are informed that the mental health Lead is available when a pupil/parent/carer is dissatisfied with the level of care and support.

### **Support for friends**

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected; in these cases we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

## **9. Working with specialist services to get swift access to the right specialist support and treatment**

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupils' Individual Support Plan.

School referrals to a specialist service will be made by the Mental Health Lead following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil's parent/carer and when it is the most appropriate support for the pupil's specific needs.

<b>Specialist Service</b>	<b>Referral process</b>
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
LA Inclusion Adviser [SEMH]	Accessed through the Mental Health Lead
School Counsellor	Accessed through the Mental Health Lead
Educational Psychologist	Accessed through the Mental Health Lead

### **SEND and mental health**

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning, than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN)

## **10. Involving parents and carers**

Promoting positive mental health and well-being

We recognise the important role parents and carers have in promoting and supporting the mental health and well-being of their children, and in particular supporting their children with mental health needs.

Parents/carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health; in order to support parent/carers 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 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/carers can support positive mental health in their children through regular meetings/coffee morning/open events.
- Keep parents/carers informed about the well-being/mental health topics children are learning about in school and share ideas for extending and exploring this learning at home.

Parents and carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents and carers themselves. We give pupils the option of informing their parents and carers about their mental health need for themselves.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is for our pupils and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

## **11. Involving pupils**

We will endeavour to seek pupil's views about our approach, curriculum and promotion of whole school mental health activities. We always seek feedback from pupils/parents/carers that have had support to help improve that support and the services they received.

## **12. Supporting and training staff - CPD**

At John Perry Primary School we want all staff to be confident in their knowledge of mental health and well-being and be able to identify mental health needs early in children. We also want all staff to know what to do and where to access appropriate help in the event of a child in their class experiencing a mental health difficulty.

In order to enable staff to ensure that pupils in their care are kept safe, as a minimum, they will all receive annual training in relation to recognising and responding to mental health issues as part of their regular child protection/SEND training; our Mental Health Lead, Mrs Rose is also a qualified 'mental health first aider'

Suggestions for individual, group or whole school CPD may also be discussed with the school's Deputy Head Ms Cabero who may be able to highlight sources of relevant training and support for individual staff members as needed.

## **13. Monitoring and Evaluation**

The mental health and well-being policy is on the school website and hard copies are available to parents and carers from the school office. Any mental health professionals will be given a copy of this policy before they begin working with the school as well as external agencies involved in our mental health work.

The policy will be reviewed on an annual basis and any amendments made accordingly.

**Appendix 1 Protective and Risk factors** (adapted from *Mental Health and Behaviour DfE March 2016*)

	<b>Risk Factors</b>	<b>Protective Factors</b>
In the Child	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the Family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss –</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>

	including loss of friendship	
In the School	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
In the Community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## ***Appendix 2 Specific mental health needs most commonly seen in school-aged children***

For information see Annex C Main Types of Mental Health Needs  
Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

The DfE guide does not include specific information on suicidal thought

### *Suicidal Thoughts*

Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

