

Finedon Infant and Finedon Mulso CE Junior School Mental Health and Wellbeing Policy

Why mental health and wellbeing is important

At Finedon Schools, 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 and staff are valued.
- 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 and have measures in place to support wellbeing such as an annual wellbeing day for staff and half a day for report writing for teachers.

Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental ill health.
- How we identify and support children with mental health difficulties.
- How we train and support all staff to understand mental ill health issues and spot early warning signs to help prevent or address mental health difficulties.
- Key information about some common mental health difficulties.
- Where parents, staff and children can get further advice and support.

Definition of mental health and wellbeing

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

"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."

In our Junior School our Christian vision shapes all that we do so that children flourish:

"We nurture the talents and aspirations of our children, preparing them to be confident, responsible and respectful individuals who positively contribute to the world, and reach their potential within a loving, caring Christian community.

Learning together, enabling children 'to live life in all its fullness'."

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.

In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- 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.

Links to other policies

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 policies on Safeguarding, medical needs, anti-bullying and SEND. 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.

The Stress Policy and Work Life Balance Policy support the wellbeing of staff.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues and behaviours.
- Alert staff to early warning signs of poor mental health and wellbeing.

- Reduce stigma around depression and anxiety in the workplace.
- To encourage staff to take responsibility for their own 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.

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 positive 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 difficulties 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.

Staff roles and responsibilities

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.

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Headteacher, Joanne Lloyd-Williams - Designated Safeguarding Lead

Parent Support Advisor, Caroline Jewell – Deputy Safeguarding Lead, main point of contact for all safeguarding and mental health concerns

Deputy Headteacher, Lucy Sadler – Deputy Safeguarding Lead

Assistant Headteacher and SENDCO, Felicity Pettitt – Deputy Safeguarding Lead

Foundation Stage Lead, Kimberley Reynolds – Deputy Safeguarding Lead

Emotional Literacy Support Assistants, Nikki Pickering and Terri Smith

PSHE lead, Kate Harle

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Parent Support Advisor in the first instance. If there is a fear that the pupil is in

danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to a Designated Safeguarding Lead. 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 Caroline Jewell, Mental Health Lead.

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.

Supporting children's positive mental health

We believe that the school has a key role to play in promoting children's positive mental health to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health, such as mental health awareness day.
- Playground Squad at the Infant School and the Smile Team at the Junior School providing support for pupils at break times.

Transition Programmes

- Transition programmes at key points in a child's school career, such as YR to Y1, Y2 to Y3 and Y6 to Y7 ensure that pupils experience a smooth transition.

Whole School

- Displays and information available to support positive mental health.
- Celebration assemblies to acknowledge positive learning and successes.
- School in-class reward systems to reward positive behaviour.
- Green cards given to acknowledge successes.

Small group activities

- Targeted intervention from one of our Emotional Literacy Support Assistants.
- Targeted work with the Parent Support Advisor.

Teaching about mental health and wellbeing

- Through our PSHE curriculum, 'Jigsaw', 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.

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.

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 is 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:

- Analysing behaviour, exclusions, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Pupil Progress Review meetings termly.
- A parental information and health questionnaire on entry to the school.
- Gathering information from a previous school at transfer.
- Parental learning review meetings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Signposting

We ensure that staff, pupils and parents are aware of sources of support within school and in the local community, who it is aimed at and how to access it.

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 Caroline Jewell, 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.
- Not wanting to do P.E. or get changed for P.E.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

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.

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 Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

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

Assessment, interventions and support

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.

Working with Parents

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (*see appendix 1*). It is very helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We provide information and websites on mental health issues and local wellbeing and parenting programmes on newsletters and the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (*In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified*).
- 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 Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, but we also provide information for parents and carers to access support for their own mental health needs.

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 needs 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

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 to 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 Joanne Lloyd-Williams, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as celebrating successes, half a day for report writing for teachers and a wellbeing day for all staff. Staff are signposted to Northamptonshire's First for Wellbeing service, which includes access to counselling.

Policy Review

This policy will be reviewed every two years as a minimum. It is next due for review in January 2021. In addition, this policy will be reviewed and updated as appropriate on an ad hoc basis.

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

Appendix 1

Risk and protective factors that are believed to be associated with mental health outcomes

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific developmental delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or are adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's hanging needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour (code of conduct) • 'open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and child protection policies

		<ul style="list-style-type: none"> • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued school roles • Range of sport/leisure activities

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

Appendix 3

Where to get information and support

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk and www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPHYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health