

ventrus

Multi Academy Trust



SAMPFORD PEVERELL PRIMARY SCHOOL

Mental Health and Well Being

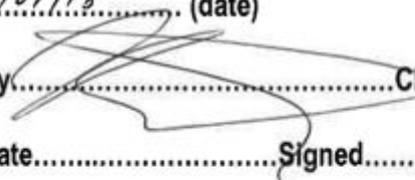
MODEL POLICY & PROCEDURE

VERSION: JULY 2018

This Policy was adopted by:

The Directors of Ventrus Multi Academy Trust

on 17/07/19 (date)

Signed by  Chair of Directors

Review Date.....Signed.....

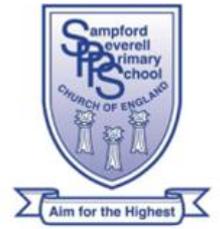
Review Date.....Signed.....



Sampford Peverell C of E Primary School

Mental Health and Well-being Policy

2019



Policy Statement

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)

At our school, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Vision

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 medical policy (in cases where a pupil's mental health overlaps with or is linked to a medical issue), the SEND policy (where a pupil has an identified special educational need) and the school's behaviour policy.

The Policy Aims to:

- ♣ Promote positive mental health in all staff and pupils
- ♣ 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 pupils suffering mental ill health and their peers and parents/carers



Lead Members of Staff

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

- ♣ Helen Hurford - Designated Child Protection Officer and Mental Health Lead
- ♣ Kerensa Scillitoe – SENDCo and pastoral lead
- ♣ Linda Dawson- lead first aider
- ♣ Jo Bundy – PSHE Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection office of staff or the head teacher. 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 the SENDCo/Mental Health Lead. Guidance about referring to CAMHS is provided in this link <http://devon.integratedchildrenservices.co.uk/camhs/professional/>.

Individual Mental Health Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis from a medical professional, pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. Provided in appendix 1

This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play
- The role that the parents/carers can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance and other current materials to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Accessing Support

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 2 (The Eight Principles of a Mentally Healthy School for Sampford Peverell C of E Primary School)

We will display relevant sources of support in communal areas such as staff room and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of help-seeking by ensuring that everyone understands:

- ♣ What help is available
- ♣ Who it is aimed at
- ♣ How to access it
- ♣ Why to access it
- ♣ What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing ill mental health conditions 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 the Mental Health Lead/Designated Child Protection/Safeguarding 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
- ♣ Skipping PE or getting changed secretly
- ♣ Lateness to or absence from school
- ♣ Repeated physical pain or nausea with no evident cause
- ♣ An increase in lateness or absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the pupil's confidential file.

This written record on CPOMS should include:

- ♣ Date
- ♣ The name of the member of staff to whom the disclosure was made
- ♣ Main points from the conversation
- ♣ Agreed next steps

This information should be shared with the Mental Health Lead/Designated Child Protection/Safeguarding Lead who will provide store the record appropriately and offer support and advice about next steps.

For guidance about making a referral to CAMHS please click on this link <http://devon.integratedchildrensservices.co.uk/camhs/professional/>. Complete the referral form.

Confidentiality

We are honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we will discuss with the pupil:

- ♣ Who we are going to talk to
- ♣ What we are going to tell them
- ♣ Why we need to tell them

We should never share information about a pupil without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent if a pupil, up to the age of 16, is considered to be in danger of harm. It is always advisable to share disclosures with a colleague, usually the Mental Health Lead/Designated Child Protection/Safeguarding Lead. This helps to not only safeguard our own emotional wellbeing but it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if there has been a mental health concern and pupils may choose to tell their parents themselves with support from school staff if required. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Child Protection Lead must be informed immediately and the Child protection policy adhered to.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions on a case by case basis:

- ♣ Can the meeting happen face to face? This is preferable.
- ♣ Where should the meeting happen? At school, at their home or somewhere neutral?
- ♣ Who should be present? Consider parents, the pupil, other members of staff and other significant adults.
- ♣ What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's challenges and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and provide any relevant leaflets to take away, where possible, as they will often find it hard to take much in whilst coming to terms with the information being shared.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call as parents often have many questions as they process the information. Each meeting should be finished with agreed an next step or steps and a brief record kept of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support we will:

- ♣ Ensure that all parents are aware of who to talk to, and how to get information about this, if they have concerns about their own child or another child
- ♣ Make our mental health policy easily accessible to parents
- ♣ Share ideas about how parents can support positive mental health in their children through class meetings, parent support groups or information evenings and parent consultations where necessary
- ♣ Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

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, where appropriate, 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

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The MindEd learning portal² 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 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 the Mental Health Lead or SLT to highlight sources of relevant training and support for individuals as needed.

This policy will be reviewed every 3 years as a minimum. It is next due for review in March 2022.

<http://www.inourhands.com/wp-content/uploads/2015/06/Mental-Health-Policy-and-guidance-for-schools-CWMT-FINAL-1.pdf>