

NORDEN COMMUNITY PRIMARY SCHOOL POLICY FOR HEALTH, MENTAL HEALTH AND WELL-BEING

OVERVIEW

Norden Community Primary School will do all that it can to promote the health and well-being, including mental health, of all who learn and work here. We have put into place a number of policies which will be used to promote the health and well-being of pupils and staff. These include, the curriculum policies relating to the development of life skills, the RHE policy for pupils, the stress policy and workload policies for staff. Promoting a healthy lifestyle for all will be a priority in our curriculum.

‘Mental health is defined as 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)

We actively pursue this aim using a whole school approach and selected and targeted approaches for the more vulnerable. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. 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.

INTENT

- To promote life skills across the curriculum so that pupils will learn about mental, emotional, social and physical well-being.
- To ensure that the good health, well-being and mental health of all who work in this school are promoted effectively.
- To ensure that the school has a wide range of appropriate policies and strategies in place to ensure the good health, well-being and mental health of all and that they underpin everything that we do.
- To increase understanding and awareness of common mental health issues.
- To alert staff to early warnings of mental health.
- To provide support to staff working with pupils with mental health issues.
- To provide information for pupils and families about how to promote positive mental health.
- To provide support to pupils and their families when a pupil is suffering from mental ill health.
- To provide support to pupils and their families when a member of the family is suffering from mental ill health.
- To provide support to pupils and their families when a school friend is suffering from mental ill health.
- To reduce the stigma around mental health and encourage others to share their mental health concerns.

IMPLEMENTATION

- We will appropriately promote the health, well-being and mental health of pupils across the curriculum taking account of their age and stage.
- Staff to be aware of open door policy used by SLT.
- To highlight resources available for staff to access that support their mental health.

- We will have a staff well-being team which will work together to promote positive mental health and well-being among the staff.
- Staff will help children to acquire the relevant knowledge and understanding of the human body and how it works and of the social and emotional factors that influence health.
- To have a 'designated leader' and link governor for mental health with responsibility for the oversight of this policy and strategy for ensuring the mental well-being of all in this school.
- All staff will encourage pupils to make informed choices and take appropriate decisions to help ensure that they understand the importance of a healthy lifestyle that also promotes good mental health.
- We will foster links between school, home, community and appropriate outside agencies so that all are involved in a collective responsibility for promoting good health and good mental health.
- We will pay attention to the six areas of health and well-being across the curriculum, these will include mental, emotional, social and physical and spiritual well-being; planning for choices and changes; physical education and physical activity and sport; food and healthy eating; the dangers of substance misuse and relationships and parenthood.
- We will offer children support in school by working with the Education Mental Health practitioner through the Young Person's Mental Health Support Team.
- We will set aside time after lunch to take part in activities (such as yoga, mindfulness and meditation) which promote positive mental wellbeing
- Have children trained in the 5 ways of well-being (training completed by the Education Mental Health Practitioner) to become Wellbeing Warriors around school. They support their peers who are suffering from emotional and social difficulties during unstructured times in the school day.
- Promote the 5 ways of well-being in school through assemblies and through the school's well-being warriors.
- We will celebrate mental health awareness days in school to raise the profile of mental health and well-being among children and young people.
- We will support parents by holding coffee mornings which focus on various issues (sleep, behaviour etc.) and will put them in contact with the appropriate professionals.
- We will have a helpful numbers section on the school website to promote agencies that can support families when school is closed.
- We will conduct student surveys every year to get an insight into the children's thoughts and feelings around school.
- We will use the workload policy and strategy to promote health and well-being, including the mental health of staff.
- We will ensure that the curriculum, homework, testing and assessment and teaching and learning strategies take account of pupils' well-being and mental health.
- We will use the stress policy to ensure that the health and well-being, including the mental health of staff, is a priority and the DfE staff well-being charter (June 2020) followed
- We will provide safe and healthy working conditions for all in school.

Lead members of staff

Designated Safeguarding Lead – Nikki Delaney

Deputy Safeguarding Lead – Rachael Bentham

Safeguarding team – Joe Craig & Jo Hill

Designated Lead for Children's Mental Health – Joe Craig

Designated Lead for Staff's Mental Health – Rachael Bentham

Mental health first aiders – Nikki Delaney & Joe Craig

SENCO – Lorna Hexter

Link governor – Nigel Morrell

Any member of staff who is concerned about the mental health or well-being 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 Safeguarding Lead. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting a first aider and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by members of the Safeguarding team.

Individual Care Plans

An individual care plan will be drawn up for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents/carers and relevant health professionals.

This will include:

- Details of the pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and whom to contact in an emergency
- The role the school 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 taught across our curriculum, particularly in our developmental PHSE curriculum. We will also set aside time after lunch to take part in activities which support taking care of our own mental health. The skills they learn during these sessions can then be used by the child outside of school.

Signposting

We will ensure that pupils, staff and parents/carers are aware of sources of support available within the school and the local community. This will be delivered via assemblies, the curriculum, newsletters, the school website and events such as the Parent's Forum, Showcase events and coffee mornings held in school for our community.

Warning signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with our mental health lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating habits
- Changes in sleeping habits
- Increased isolation from friends and family, becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – eg. Long sleeves in warm weather.
- Secretive behaviour
- Avoiding PE or asking to get changed privately
- An increase in lateness or absenteeism
- Repeated physical pain or nausea with no evident cause
- Concerning social media posts

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. In this situation, 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 student's emotional and physical safety rather than exploring 'Why?' All disclosures should be recorded in writing and held on the student's confidential file in CPoms. This information should be shared with the Designated Lead for Mental Health who will offer support and advice about next steps. When there is concern the five basic steps, **ALGEE**, will be followed;

Approach the person, assess and assist with any crisis

Listen and communicate non-judgementally

Give support and information

Encourage the young person to get appropriate professional help

Encourage other support

Confidentiality

We need to be honest with pupils who make a disclosure about themselves or a friend. If we feel it is necessary to pass on the concerns, we should tell them:

- Who we are going to tell (parents/carers, other staff, health care professionals etc.)
- What we are going to tell them
- Why we need to tell them

Parents/carers will be informed unless there is reason to believe that there is an underlying child protection issue, in which case the Designated Safeguarding Lead will be informed immediately.

Staff will share disclosures with a colleague, usually the lead, as this helps to safeguard their own emotional well-being as they are no longer solely responsible for the pupil, it ensures continuity of care in absence and it provides an extra source of ideas and support. We will discuss this with the pupil.

Working with parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. It can be shocking and upsetting for parents to learn of their child's issues and 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 will highlight the support available in school and from other services. Next steps will be agreed and a brief record of the meeting will be kept. In general, we will support parents to support their children by:

- Highlighting sources of information and support about mental health issues
- Ensuring all parents are aware of who to talk to if they have a concern
- Making this policy easily accessible to parents
- Sharing ideas through our Parent's Forums/Showcase events etc.
- Keeping parents informed about the related work being carried out in school
- Gaining consent from a parent for their child to work with the Education Mental Health Practitioner

Training

Staff will receive face-to-face and online training about recognising and responding to mental health issues and associated topics. We will also host relevant information electronically for staff who wish to learn more about mental health. School will make links with suitable associations and charities who can support with training and provision in school eg. MIND charity. Staff will also refer to DfE document: Mental Health and Behaviour in School. November 2018.

IMPACT

This school is committed to promoting and maintaining the good health and well-being, and mental health, of everyone here and we will work together with parents and the local community and appropriate outside agencies to enable pupils to make healthy informed choices and to promote the health, mental health and well-being of all. Staff are recognised as a valuable asset in our school. We will support them in taking care of their own mental health and strive to make our school a positive and welcoming place for them to work.

Updated by Joe Craig January 2023

Approved by the Governing Body January 2023

Policy to be reviewed January 2024