



Hagley Primary School

Mental Health and Wellbeing Policy

Date of next review: December 2022

Responsible Member of Staff: Claire Davis

Signature (Chair of Governors):

Signature (Headteacher):.....

Policy Statement

At Hagley Primary School we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers. We recognise how important mental health and wellbeing is to our lives in just the same way as physical health.

‘Mental health is a state of well-being in which every individual reaches his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.’ (World Health Organisation)

The Special Educational Needs and Disabilities Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs during their time at school and some face significant life events. 1 in 6 children aged 5-16 are likely to have a mental health need and these can have an enormous impact on their quality of life, relationships and academic achievements.

The Department for Education (DfE) recognises that: ‘in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy’.

At Hagley Primary School we recognise our role in providing our children with a nurturing and supportive environment that helps them to develop self-esteem, provide positive experiences and builds resilience. Through providing positive role models and promoting wellbeing we aim to foster a sense of belonging and community, where everyone is valued. Our role is to develop resilience, support children to reach their full potential. We aim to reduce the stigma surrounding mental health, where mental health is talked about openly and ensure children can access help and support when needed.

Policy Aims

This policy aims to:

- Promote positive mental health to the whole school community
- Raise awareness of mental health issues and how we can prevent them
- Provide training and support for staff enabling them to identify mental health needs and offer children they are working with support
- Identify how we offer support for children with mental health needs and their parents or carers
- Signpost where parents, staff and pupils can get advice and support

Lead Members of Staff:

Whilst all staff have a responsibility to promote positive mental health, staff with a specific relevant role include:

Designated Mental Health Lead – Rob Tindell / Claire Davis

Safeguarding Lead – Vanessa Payne

Thrive / Pastoral Lead – Kerry Baggot

First Aid Lead – Sarah Benfield

PHSE Lead – Dan Bate

Teaching about Mental Health:

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe is embedded across our PHSE curriculum. Mental health issues are taught in an age appropriate, safe and sensitive manner.

As a Thrive School we take a whole school approach to teaching children about strategies to support their mental health, including; mindfulness, calm areas and breathing techniques.

Mental Health themed assemblies are scheduled throughout the year to raise awareness and provide strategies and support to pupils.

Signposting

Sources of support will be signposted to staff, pupils and parents. We will display relevant sources of support in appropriate areas such as the staff room, thrive room and website. We will ensure it is clear what help is available, who it is aimed at, how to access it and why to access it.

Identifying needs and Warning Signs:

Our identification systems involves a range of processes. We aim to identify mental health needs quickly so that appropriate support can be put in place.

- Whole school Thrive Assessments delivered in class each term
- Whole School pupil wellbeing surveys
- Monitoring attendance and punctuality
- Monitoring the safeguarding log
- Monitoring and analysing behaviours including negative behaviour patterns
- Liaising with school office staff who are often first point of contact with families
- Worry monsters / boxes in each classroom
- Open door policy enabling parents to share concerns
- Recent bereavements
- Awareness of changes in family circumstances
- Health indicators
- Identifying change in attitude to learning

School staff are trained to be aware of warning signs which indicate a pupils is experiencing mental health or emotional wellbeing issues. These signs are always taken seriously and are communicated to designated safeguarding lead or designated mental health lead as appropriate.

These signs might include:

- Becoming socially withdrawn
- Changes in mood / eating / sleeping habits
- Lowering academic achievement
- Increase in lateness / absenteeism
- Repeated physical pain or nausea with no evident cause
- Talking or joking about self-harm or suicide
- Physical signs of harm that are repeated or appear non-accidental
- Not wanting to do PE or get changed for PE

Managing Disclosures by Pupils

A student 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.

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 exploring 'why?'

All disclosures should be recorded in writing and held on the students confidential file. This written information should include;

- Date
- The name of the member of staff who the disclosure was made
- Main points of the conversation
- Agreed next steps

This information should be shared with the designated mental health lead, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass concerns about a pupil on, then we should discuss this with them:

- 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. For example, this would include pupils up to the age of 16 who are in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Designated Mental Health Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely

responsible for the pupil, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed regarding concerns and pupils may choose to tell their parents themselves and must be given the opportunity to do this. If necessary the pupil can seek the support of the designated mental health lead to support them in talking to their parents. We should always give pupils the option of us informing their parents for them or with them.

If a child gives us reason to believe that there may be underlying child protections issues, parents should not be informed, school safeguarding procedures should then be promptly implemented (refer to safeguarding policy).

Working with Parents and Carers

Where it is deemed appropriate to inform parents and carers, we need to be sensitive in our approach. Before disclosing to parents and carers, 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, their home or somewhere neutral).
- Who should be present? (Consider parents, the student, other members of staff).
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parents time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news you are sharing. 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 doing a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting in 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 parents, we will:

- Highlight sources of information and support about common mental health issues on our school website

- Ensure all parents are aware of who to talk to, and how to go about this, if they have concerns
- Ensure our mental health policy is easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our parent workshops / information evenings
- Keep parents informed about mental health topics their children are learning about in PHSE and raise awareness through mental health fund raising events e.g. Young Minds Hello Yellow

Training

Staff receive whole school mental health and well-being training in addition to regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

As a Thrive Ambassador school designated staff receive regular training to support pupils and families with mental health and well-being needs.

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 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 and understanding about specific issues related to mental health.

Policy Review

This policy will be reviewed annually. It is next due for review in December 2022.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a questions or suggestions about improving this policy, this should be addressed to Our designated mental health lead via phone on 01562 883280 or email: office@hagleyprimary.worcs.sch.uk

This policy will always be immediately updated to reflect changes.