



Mental Health and Wellbeing Policy

May 2020

Knowle CE Primary Academy

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Knowle Church of England Primary Academy
Mental Health and Wellbeing Policy

Our School Aims

Preparing Children for the Future

Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

Learning for Life

Person responsible for leading policy development: Personal Social Health Education Leader. Personnel involved: Governors, School Staff, Pupils, Parents.

How this policy was developed

This policy has been developed through a period of consultation with pupils, parents, staff and governors. It should be read in conjunction with the school's legal obligations, the Equality Act 2010 and the latest DfE guidance - 'Keeping Children Safe in Education 2018' Appendix B: Guidance and advice documents, Mental health and behaviour in schools - departmental advice for school staff DfE 2014, NICE guidance on social and emotional wellbeing in primary education, and with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

This policy is available for parents to view and parents are encouraged to talk to staff if they have any concerns.

Objectives of this policy

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)

Our academy aims 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 to support vulnerable pupils and families. In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

This document describes the academy's approach to promoting positive mental health and wellbeing in children and procedures when possible concerns for a child are identified. This policy is intended as guidance for all staff including non-teaching staff and governors.

Statement of Aims

We aim to:

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

- Provide support to staff working with young people with mental health and wellbeing issues.
- Provide support to children suffering mental ill health and their peers and parents/carers.

Equal opportunities

We will treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief. (The Equality Act 2010)

Moral and Values Framework

The Mental Health and Wellbeing at Knowle CE Primary Academy is based upon our values which underpin all the work we do.

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, tolerance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of all members of the school community, staff with a specific, relevant remit include:

Jenny Godsall - Principal and Designated Safeguarding Lead (DSL)

Emma Clarke- Vice Principal, SENCO, DSL and Mental Health First Aider

Matthew Stonehill - Vice Principal and deputy DSL.

Lisa Griffiths - Extended Services Manager and DSL

Julie Litwinko - PSHE Lead

Jo Thomas - Administrator for Medical Conditions in School

Jayne Pepall - Mental Health First Aider and Child and Family Mentor

Promoting positive mental health and wellbeing in children across the academy

1. Teaching of Mental Health and Wellbeing

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our Personal, Social, Health Education (PSHE) curriculum. PSHE has clearly planned learning opportunities, across the EYFS and Key Stages One and Two around mental health and wellbeing. Clear objectives and outcomes are identified within planning to secure the development of personal skills, knowledge and understanding. We use the JIGSAW programme - the mindful approach to PSHE - throughout the whole school from Nursery to Year 6. As part of this programme children learn about mental health and wellbeing and how to look after their own and others.

Benefits of the Jigsaw Programme:

- Establishes a safe learning environment
- Offers accurate information
- Builds skills essential for life and relationships
- Equips them for a modern and diverse world
- Promotes resilience and inner strength
- Develops spiritual peace

We are aware that mental health and wellbeing is not fully contained within PSHE. Other subjects, along with the pastoral care and the positive ethos of the academy, make a valuable contribution to the learning and needs of our

pupils. The academy also identifies that there are particular stressful events that happen in children's lives both planned and unplanned such as SAT's, leaving school, joining school and stressful situations at home such as bereavement and moving house. On these occasions the academy provides coping mechanisms and support for children by class teachers, teaching assistants, the family mentor and mental health first aiders.

2. Considerations

Confidentiality

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of our children.

In the classroom, the aim is to strike a balance between helping children to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning actively encourages children to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with children what will happen to any personal information they might disclose in the classroom.

Child Protection

If staff are in any way concerned that an issue is one of Child Protection, they will seek advice from the DSL. When safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support.

3. Signposting

We will ensure that staff, children and parents are aware of sources of support. What support is available within our academy and local community, who it is aimed at and how to access it.

We will display relevant sources of support in communal areas such as corridors and will regularly highlight sources of support to children within relevant parts of the curriculum e.g. Childline, NSPCC. Whenever we highlight sources of support, we will increase the chance of children help-seeking by ensuring children understand:

- What help is available
- Who it is aimed at
- How to access it

- Why to access it
- What is likely to happen next

Procedures when possible concerns for a child are identified

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 to enable them to keep children safe.

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the child's class teacher in the first instance. The class teacher will decide whether this is referenced in the 'Record of Concern' book for the year group or, if significant, that a Safety and Welfare incident form needs to be completed and a DSL informed and any arising actions agreed. 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 a DSL. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff, mental health first aid staff and contacting the emergency services if necessary.

Individual Care Plans

An individual care plan will be drawn up for a child who receives a diagnosis pertaining to their mental health. This would be instigated by the relevant health care professionals and should involve the child, the parents and the school.

This can include:

- Details of a child'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

1. Warning signs

Staff may become aware of warning signs which indicate a child 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 to the child's class teacher.

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.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

2. Managing disclosures

A child 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 child 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 on the incident form (Appendix i) for logging a concern about a child's safety and welfare and held on the child's confidential file - which is kept in the Principal's (DSL's) office.
- This information should be shared with one of the DSL's who will store the record securely and offer support and advice about next steps.

Steps to for all staff to follow:

We will be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child on, then we should discuss with the child:

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

We will receive the child's consent, though there are certain situations when information must always be shared with another member of staff and / or a parent, particularly if a child is in danger of harm.

Staff **MUST** always share disclosures with one of the DSLs. We should explain this to the child and discuss with them who it would be most appropriate and helpful to share this information with. Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the child should be given 24 hours to share this information before the school contacts parents. 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 a DSL must be informed immediately, who will then make a decision in consultation with MASH as to future actions and whether to inform parents.

3. Informing Parents

The academy acknowledges that it is not able to diagnose mental health issues. Where a mental health issue is suspected it is a suspicion until a medical professional gives a firm diagnosis and should be treated sensitively in conversations with parents.

Where it is deemed appropriate to inform parents, we will be sensitive in our approach. Before disclosing to parents, we will 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 child, other members of staff.
- What are the aims of the meeting?

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

We will highlight further sources of information as they will often find it hard to take much in whilst coming to terms with the news that we are sharing. We

will share sources of further support aimed specifically at parents too, e.g. parent helplines and forums.

We will always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. We will finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

4. 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 academy website
- Ensure that all parents are aware of who to talk to, and how to go about this, 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 can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE

5. Supporting Peers

When a child 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 with the child 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need 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

Resources

Resources are selected in accordance with being:

- ✓ in line with our moral and values framework
- ✓ up to date
- ✓ non-discriminatory
- ✓ promoted by the Local Authority

Monitoring, evaluation and review

Regular evaluation of the Jigsaw PSHE programme will be undertaken by the children, their parents/carers and the staff involved, and this will inform future practice. The academy will ensure that they regularly monitor and evaluate mechanisms to ensure the policy is being consistently applied. Any issues identified will be incorporated into the academy's action plan.

Review date: 2022

Specialist organisations

- NSPCC: www.nspcc.org.uk - trained helpline counsellors for 24/7 advice and support
- Childline: www.childline.org.uk a counselling service for children and young people up to their 19th birthday in the UK provided by the NSPCC.
- Young Minds: www.youngminds.org.uk - children's and young people's mental health charity
- Mind: www.mind.org.uk - mental health charity
- Self-Harm UK: www.selfharm.co.uk - is a project dedicated to supporting young people impacted by self-harm

- National Self-Harm Network: www.nshn.co.uk - support for individual who self-harm and their families
- Anxiety UK: www.anxietyuk.org.uk - National charity helping people with anxiety
- OCD UK: www.ocduk.org/ocd - charity run by and for people with lived experience of OCD
- Prevention of young suicide UK - PAPYRUS: www.papyrus-uk.org
- Beat: www.b-eat.co.uk/about-eating-disorders - eating disorders charity
- Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children
- Barnardo's <https://www.barnardos.org.uk> **Barnardo's** is a children's charity that protects and supports the UK's most vulnerable children and young people.
- Child and Adolescent Mental Health Service <https://gov.gg/CAMHS> **CAMHS** is a specialist mental health service that assesses and treats young people (age 18 and under) with emotional, behavioural or mental health difficulties.
- **SEND**
 - Mencap: www.mencap.org.uk Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
 - Autism West Midlands <https://www.autismwestmidlands.org.uk> A charity in the West Midlands who provide support for people on the autism spectrum and their carers.

Action agreed by School:	
Action agreed by Child if needed:	
Action agreed by Parents if needed:	
Name of DSL informed:	

cc Principal
 Child's File