

Billinghay Church of England Primary School

Mental Health and Wellbeing Policy

July 24

Believe to achieve, empowering a community of hope and aspiration.

Policy Statement

Wellbeing refers to the quality of people's lives. It is about how well we are, and how our lives, are going. Well-being may be best thought of as an umbrella term that can be measured via 'baskets' of indicators that together build up a picture of the quality of people's lives.

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 Organization)

In our school our Christian vision shapes all we do.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to Develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all can achieve and shine brightly. Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

As a Church of England School, we have at our heart a belief that all everyone is loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. Everyone at Billinghay Church of England

Primary School should be able to grow freely and be comfortable and confident within their own skins without fear or prejudice. We at Billingham Church of England Primary School have a mission to help each person to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We have a duty to try to remove any factor that might represent a hindrance to a fulfilment. Our core purpose as a Church School is to maximise the learning potential of everyone within the love of God.

In addition 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 individual pupils.

The core of the Church of England's Vision for Education is underpinned by the belief that education should support human flourishing, or 'fullness of life'. This should equip children and young people in their understanding of who they are, why they are here, what they desire and how they should live. The vision also puts emphasis on a rounded education which should equip young people with strong foundations that will carry them through into adulthood.

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.

Scope

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 and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- 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 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:

Mr R Allen	- Designated Child Protection / Safeguarding Officer
Mrs R Atkinson	- Mental Health and Emotional Wellbeing Lead
Mrs S Smith, Mrs J Beck,	- Lead First Aiders
Mrs T Willows	
Mr R Allen	- CPD Lead
Mrs D Clarke	- PSHE/RSE 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 school child protection procedures should be followed. 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 Mrs R Atkinson, Mental Health Lead.

Individual Care Plans

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

Teaching about Mental Health and Wellbeing

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 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 Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Our school aims to do:

The DfE has produced a useful document for schools to refer to when planning and promoting children and young people's emotional health and wellbeing. It outlines eight principles schools should consciously adopt to promote emotional health and wellbeing:

1. Leadership and management. We have a designated member of the senior leadership team who can champion organisation-wide practices and who looks to see actions are: integrated, sustained and monitored for impact; responsive to pupil and parent voice; and fully linked to other avenues of support.

2. School ethos and environment. We will ensure the physical, social and emotional environment for both pupils and staff promotes a culture of respect value and diversity.

Church of England schools are also expected to ensure their Christian vision supports the flourishing of pupils and staff. It is also expected that all members of the school community should have an understanding of how the school's Christian vision shapes the provision for mental health and wellbeing.

3. Curriculum, teaching and learning. We will provide a focus within the curriculum and informal curriculum for social and emotional learning; and developing personal resilience. Opportunities for assessing these are utilised to help identify those in need of further support. We aim to build spiritual opportunities that will nurture young people.

4. Pupil voice. We aim to ensure pupils are involved in decisions that impact them or can benefit their mental health and wellbeing and develop agency to influence change.

5. Staff development, health and wellbeing. We aim to ensure access to training to equip staff to identify mental health difficulties in their pupils and to refer them to appropriate support in school or externally. We will offer additional counselling or supervision for staff

working with children and young people with complex needs and will promote staff health and wellbeing as a key principle of the school's approach to mental health and wellbeing.

6. Identifying need and monitoring impact. Identifying need is an important basis for understanding and planning a response to a pupil's mental health and emotional needs and monitoring the impact of any support given. This needs to be done sensitively and where there are particular concerns additional professional advice should be sought.

7. Working with parents/carers. We will work in partnership with parents and carers to promote mental health and wellbeing and offer or signpost support for parents and carers developing their parenting skills. We will ensure families in disadvantaged circumstances can participate fully in activities by being mindful of costs, transport and other needs.

Church of England schools are encouraged to signpost out of school provision that may benefit families and to encourage their churches to address the unmet needs of their communities through partnership working.

8. Targeted support. We will ensure support for children's mental health and wellbeing needs is timely through identification and referral practices especially for children at greater risk, for example, children in care, young carers, those who have had previous access to CAHMS, those living in households with mental illness or domestic violence. It is important to acknowledge that mental health and wellbeing is complex and schools need to work in partnership with other agencies to support the pupils in their care. There are some things schools are able to directly support and others which are largely outside their domain. Being clear on all support that is available locally and knowing how to support families to access this in a timely manner will make a significant difference to any holistic approach developed.

Signposting

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 I.

We will display relevant sources of support in communal areas 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 pupil help-seeking by ensuring pupils understand:

- 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 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 Mrs R Atkinson, 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
- 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 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, Mrs R Atkinson, who will provide store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a pupil on then we should 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. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead (Mrs R Atkinson). 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 pupil 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 mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil 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 the child protection officer (Mr R Allen) must be informed immediately (or in his absence the Deputy CPO Mrs J Smithson).

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.
- 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 parent 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 that you're 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 booking in 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 step and always keep a brief record 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 parents we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to get 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 through our information evenings.
- 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 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 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.

We will host relevant information on our network drive for staff who wish to learn more about mental health. 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 training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in June 2027.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Mrs R Atkinson, our mental health lead via phone (01526 860786) or email (rebecca.atkinson@billinghay.lincs.sch.uk).

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

Appendix I

Useful sources of further support

Locally

It is important for schools to be fully aware of what is offered locally to support families and that this is easily accessible to them and staff in various forms. It is recommended that dioceses also signpost support on their webpages.

The UK's only charity providing mental health & wellbeing support services to all staff working in education. Free & confidential helpline 08000 562 561
<https://www.educationsupport.org.uk/>

Emotional Wellbeing and Mental Health Pathway: Devised by Lincolnshire County Council. This service is intended to make sure that young people have access to information and advice in one place, and are aware of local services, that can help support them when experiencing emotional wellbeing, mental health or behavioural concerns. The information provided within this pathway is also designed to help families of children and young people experiencing emotional wellbeing, mental health or behaviour concerns and the professionals working with them. www.lincolnshire.gov.uk/ewb.

School buys back into the Employee Support and Counselling Team at Lincolnshire County Council to support staff. Contact details: Phone: 01522 555440
Email: emp.supportandcounselling@lincolnshire.gov.uk

Lincoln PANDAS: relaxed and informal regular groups in Lincoln. Peer support to mums.
Pandasfoundation.org.uk

Lincoln Trauma Centre: therapeutic support for trauma victims and their families.
Lincolntraumacentre.org.uk

Upbeat Lincoln: People with personality or emotionally related problems. A safe space to meet and discuss. Upbeatgroup.co.uk

Central Wellness: Holistic health community in Lincoln offering yoga and other mindful practises for children and adults. Beateatingdisorders.org.uk

Nationally

Anxiety UK work to relieve and support those living with anxiety and anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy. www.anxietyuk.org.uk/

Charlie Waller Memorial Trust offers free resources, including guidance and policy templates for use by schools and colleges. www.cwmt.org.uk/

Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement.
<https://childbereavementuk.org/>

Childline is a free, private and confidential service for children and young people available online, on the phone, anytime facilitated by trained counsellors www.childline.org.uk/

Education Support Partnership is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations. www.educationsupportpartnership.org.uk/

Fixers: young people's stories Fixers are young people using their past to fix the future. They are motivated by personal experience to make positive change for themselves and those around them. www.fixers.org.uk/home/news.php

HeadMeds: about mental health medicines HeadMeds is a website for young people about mental health medication, launched in March 2014 and is owned and managed by the national charity YoungMinds. www.headmeds.org.uk/

MeeTwo a free App that lets users post anonymously and receive support and advice about their worries from other teens. MeeTwo experts can also post and direct users to help from other organisations. www.meetwo.co.uk/

Mental Health Access Pack is a compact, free resource which aims to: equip you with knowledge and advice, from medical, psychological and theological perspectives; help you support those in your community who are struggling with mental health issues; help you to discuss issues and share ideas surrounding mental health and the church. www.mentalhealthaccesspack.org/

Mental Health Matters contains information and resources for parishes, dioceses, chaplaincies and church community groups - and anyone else who's interested - to help improve our work with people experiencing mental illness. www.mentalhealthmatters-cofe.org/

Mind provides trusted advice and support to empower anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote understanding. www.mind.org.uk/

MindEd MindEd is a free educational resource on children and young people's mental health for all adults. www.minded.org.uk/

NHS Live Well Youth Mental Health offers resources and signposting for support from external links www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx

PAPYRUS is the national charity for the prevention of young suicide. www.papyrus-uk.org/

Reading Well for young people. Reading Well promotes the benefits of reading for health and wellbeing. The programme has two strands: Books on Prescription and Mood-boosting Books. <http://reading-well.org.uk/books>

Rethink: living with mental illness provides expert, accredited advice and information to everyone affected by mental health problems. www.rethink.org/livingwith-mental-illness/young-people/

Samaritans work to ensure that fewer people die by suicide by working to alleviate emotional distress and reduce the incidence of suicide feelings and suicidal behaviour. www.samaritans.org/

The Children's Society is a national charity that works with the country's most vulnerable children and young people. We listen. We support. We act. Because no child should feel alone. www.childrenssociety.org.uk/

Winston's Wish provide specialist child bereavement support services across the UK, including indepth therapeutic help in individual, group and residential settings. www.winstonswish.org/

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people. They offer resources and bespoke training for schools and support for parents and young people. In addition they have a dedicated section on caring for the wellbeing of teachers and school staff. <https://youngminds.org.uk/>

Books for Parents and Adults

ADHD and Hyperactivity

- Teenagers with ADD and ADHD: a guide for parents and professionals, Chris A Dendy (Woodbine House).
- Put yourself in their shoes: understanding teenagers with Attention Deficit Hyperactivity Disorder, Harvey C Parker (Partners Publishing Group). For parents of teenagers with ADHD. This book contains a wealth of information about understanding the world of teenagers with ADHD.

Anger

- Taming the dragon in your child: solutions for breaking the cycle of family anger, Meg Eastman and Sydney Rozen (John Wiley & Sons Inc.). Gives parents realistic, healthy and positive ways to understand and diffuse situations that trigger children's tantrum, flare-ups, sulks and arguments.
- When anger hurts - quieting the storm within, Matthew McKay, Judith McKay and Peter Rogers (New Harbinger Publications). Clears up misconceptions about anger, explains how to control it and discusses spouse and child abuse.