Mental Health and Wellbeing Policy

Date adopted: 1st March 2023

Signed by Chair of Governors: Curriculum Committee

Signed by Headteacher: Mrs K Thompson

Date of review: Spring 2024

1. Why Mental Health and wellbeing is important

Rationale:
Mental health and emotional wellbeing are as important as physical health to lead a happy and fulfilling life.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Within their school career all children will experience ups and downs and some may face significant life events. The Department for Education recognises that: 'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

2. Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing
" 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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:
- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

3. Aims of the Policy

 At Percy Main Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We pursue this aim by using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children. Pupils and staff will be taught skills to increase their awareness of mental health and emotional wellbeing. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, five children will have a probable mental health disorder. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for children affected both directly, and indirectly by mental ill health. This policy describes the school's approach to positive mental health and emotional wellbeing and it is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our medical policy, should a student's mental health overlap or be linked to a medical issue; the SEND policy , where a student may have an identified special educational need; the behaviour policy, because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to unmet

mental health needs and the Safeguarding policy, in relation to prompt action and wider concerns of vulnerability.

The Policy aims to:
● 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 children suffering mental ill health and their peers and parents/carers

The Policy aims to help develop the protective factors which build resilience to mental health problems and to be a school where:
● All children are valued.
● Children have a sense of belonging and feel safe.
● Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
● Positive mental health is promoted and valued.
● Bullying is not tolerated.

4. A Whole School Approach to Promoting Positive Mental Health

Eight principles to promote a whole school approach to emotional health and well-being taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.'
Public Health England working with the Department for Education

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Percy Main Primary School. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health and emotional wellbeing. It will focus on creating a social, emotional and physically rich environment, where key

relationships can thrive and children can feel secure in their learning. The curriculum will promote 'the pupil voice' by fostering their independence, promoting 'good choice making' and actively encouraging our pupils to recognise feelings, whilst learning to express them appropriately. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity. Clear identification, impact and outcome measures will feed into school-based programmes and the target interventions that will be offered to pupils.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

5. Staff Roles and Responsibilities, including those with Specific Responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Named mental health lead: Kathryn Thompson

Named Governor with lead on mental health: Carla Hemmans

Pastoral Team: Kathryn Thompson, Rebecca Godfrey, Jan Leslie, Michele Mohun and Danielle Kelly

Mental Health First Aiders: Kathryn Thompson, Rebecca Godfrey, Michele Mohun, Simone Adie, Bev Johanson, Helaina Bonham and Rachel Bailey

Thrive Practitioners: Kathryn Thompson, Jan Leslie and Danielle Kelly

SENDCO: Michele Mohun

Safeguarding Team: Kathryn Thompson, Rebecca Godfrey and Jan Leslie

School Nurse: Hayley Anderson

Connect Mental Health Support Team: Barbe Bell and Patrick O'Hara

6. Support Children's Positive Mental Health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health
- Praise boxes -a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class
- Restorative approaches – children working together to solve problems and planned sessions where adults support children to overcome issues
- Behaviour Champion roles – a Year 6 group leading on pupil voice, implementing and monitoring plans
- Children nominate their peers for the Friendship Award each week recognising those who have gone above and beyond to show kindness to others

Transition programmes
- Transition Programme to secondary schools which includes all Year 6 children having transition activities. Some children are offered enhanced transition sessions.

Class Activities
- Worry boxes - a mechanism where children can anonymously share worries or concerns in class
- Mental health teaching programmes such as Melva programme in Year 5
- Circle times
- Weekly Life Skills lessons
- Following the No Outsiders Programme
- Use of the recognition board in the classroom

Whole school
- Termly Mental Health breakfasts – Senior Mental Health Lead runs breakfasts for staff to talk about mental health issues and do ongoing promotion
- Wellbeing week – whole school focus on doing things which make us feel good
- Anti-bullying week
- Safer Internet Day
- Displays and information around the School about positive mental health and where to go for help and support
- Nurture groups
- Thrive sessions
- Access to quiet areas in class to support regulation
- Whole school follows the Zones of Regulation programme
- Access to quiet areas in school such as Thrive rooms and sensory areas
- Access to the Homely Hub at lunchtime where children can talk to a Thrive/Mental Health First aider
- Access to movement/sensory breaks
- Resilience Training
- BU programme
- Talkabout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict

Teaching about mental health and emotional wellbeing

Through Life Skills lessons we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1 children learn:
- To recognise, name and describe feelings including good and not so good feelings

- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to regulate themselves
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2 children learn:
- What positively and negatively affects their mental and emotional health (including the media)
- Positive and healthy coping strategies
- About good and not so good feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something
- How to empathise and be supportive of others
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves
- About the importance of talking to someone and how to get help

7. Identifying, Referring and Supporting Children with Mental Health Needs

Our approach:
- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated

Early Identification
Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:
- SDQ (Social Difficulty Questionnaires
- Analysing behaviour, exclusions, visits for first aid/school nurse, attendance and sanctions.
- Using Launchpad to identify children in EYFS who need support
- Staff report concerns about individual children to the relevant lead persons
- Weekly pastoral meetings

- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer
- Parental meetings in EYFS
- Enabling children to raise concerns to any member of staff
- Children can self-refer to a Thrive practitioner
- Thrive profiles for whole classes
- Three houses activity for KS2 children
- Consultations with Connect Mental Health Support Team
- Enabling parents and carers to raise concerns to any member of staff
- Offering Early Help Assessments

All staff at Percy Main Primary have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead, a member of the pastoral team or the SENDCO.

These signs might include:
- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs, such as anxiety, might appear as non compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead/Pastoral Team and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need The level of need is based on discussions at the regular Pastoral Meeting/Consultation meeting with key members of staff	Evidence-based intervention and support - the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children For example	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support Consultation with school staff and other agencies such as Connect Mental Health Support Team Other interventions e.g. art therapy/ACORNS If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report	All children needing targeted individualised support will have an Individual Plan drawn up setting out • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the Mental Health Lead/Pastoral Team.
Some need	Access to in school nurture group/Thrive sessions, family support worker, school nurse, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends	
Low need	General support E.g. School Nurse drop in, class teacher/TA	

Support for friends
We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents/carers and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

8. Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's Individual Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service Referral process
- Child and Adolescent Mental Health Service (CAMHS) accessed through school, GP or self-referral

- Educational Psychologist accessed through the Mental Health Lead or SENDCO

- Connect Mental Health Team accessed through consultation then referral through school.

SEND and mental health
Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN).

9. Involving Parents and Carers

Promoting mental health
We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the School, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:
- We provide information and websites on mental health issues and local wellbeing and parenting programmes which can be accessed on the School website.
- We include the mental health topics that are taught in the Life Skills curriculum section, on the School website

- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs
We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:
- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a mental health Individual Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

10. Involving Children

Every year we train up a group of children as our Mental Health Champions who lead on whole school campaigns on health and wellbeing.

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek feedback from children who have had support to help improve that support and the services they received.

11. Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Senior Mental Health Lead is a qualified 'mental health first aider' and a number of our staff have completed the one day course on mental health first aid. Our Senior Mental Health Lead has completed the Senior Mental Health Lead training.

12. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work. The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendices Appendix 1 Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the child	• Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • • Supportive long term relationship or the absence of severe discord
In the School	• Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships	• Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working

		• Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Adverse Childhood Experiences (ACEs) and other events that may have an impact on pupils

The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. These include:

• loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families;
• life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form;
• traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries; and
• other traumatic incidents such as a natural disaster or terrorist attack. Some groups could be susceptible to such incidents, even if not directly affected. For example, schools should ensure they are aware of armed forces families, who may have parents who are deployed in areas of terrorist activity and are surrounded by the issues in the media.

Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School
 DfE March 2016 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Annex C includes definitions, signs and symptoms and suggested interventions for
• Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
• Depression
• Eating Disorders
• Substance Misuse
• Self Harm

Appendix 3 Where to get information and support

For support on specific mental health needs
Anxiety UK www.anxietyuk.org.uk
OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk
Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support www.youngminds.org.uk champions young people's mental health and wellbeing www.mind.org.uk advice and support on mental health problems www.minded.org.uk (e-learning)

The Connect Mental Health Support Team in North Tyneside have developed a number of Padlets to address the needs of parents, children, and school staff.

The first Padlet has been designed to help parents support their child's emotional wellbeing. The Padlet is entitled **'Primary School Parents'** and the QR code in the table below will allow access. Once opened click on the three dots ellipsis (top right-hand corner) on each Padlet which will give parents access to resources that can help them to support their child's emotional wellbeing. Parents can also access it via this link https://hiveconnect.padlet.org/peterhiggins2/PrimarySchoolParents

This link can also be accessed through the school website.

A further two Padlets have been created for school staff. One is to assist school staff in supporting children's emotional wellbeing and is entitled **'School Staff: Resources to support children's mental health'**. The third is to support school staff's own emotional wellbeing entitled **'Well-Being Support for Educators'**. The QR codes for each of these Padlets are in the table below.

QR codes to scan to access each Padlet

Primary School Parents	School staff resources to support children's mental health	Wellbeing support for educators