Pupil Mental Health and Well-Being Policy

Hayward's Primary School

Written by:	School Policy based on model policy provided by 'The Key for School Leaders'.	Signed:
Approved by Governors:		
Next review due by:		

Contents

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1. Policy statement

At Hayward's Primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy was written in consultation with the school Mental Health Champion, Pastoral Leads, Inclusion Lead, Headteacher and the Hayward's School Council.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school

- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND Policy

- Behaviour Policy

- Child Protection and Safeguarding Policy

- Anti-Bullying Policy

- Staff Mental Health and Well-Being Policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school

- Create a culture of wellbeing and inclusion

- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly

- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom

- Allow pupils to participate in forming our approach to mental health by promoting pupil voice

- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others

- Spread awareness of the varieties of ways mental health issues can manifest

- School will support staff to identify and respond to early warning signs of mental health issues or to support those pupils with a diagnosed mental health condition.

- Provide support to staff working with pupils with mental health issues

- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis
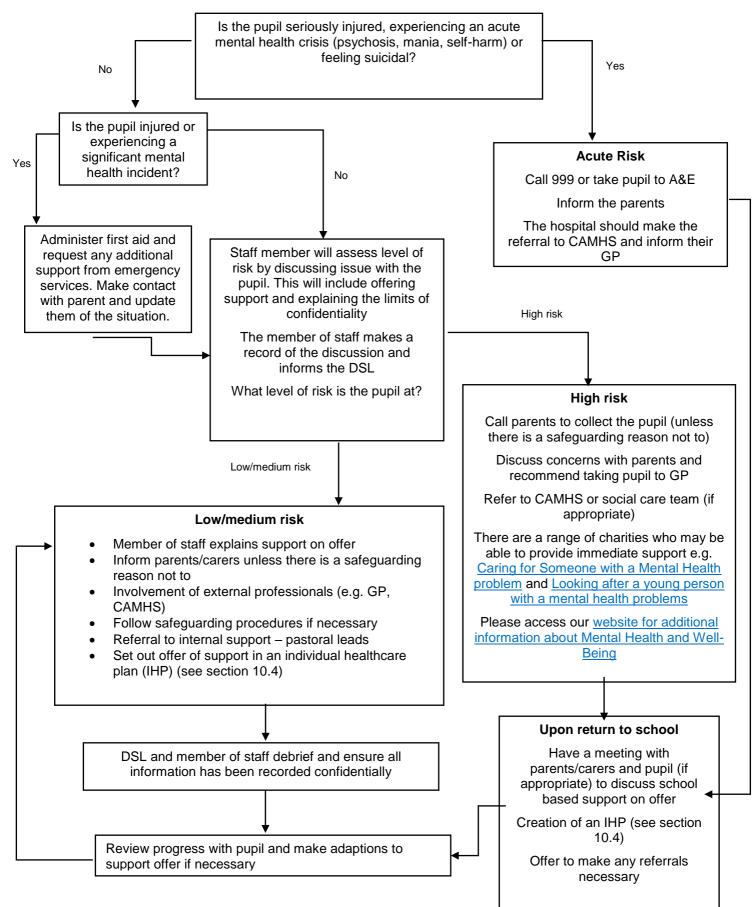
This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Inclusion Lead/Designated Safeguarding Lead (DSL) or the Headteacher.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher
- Designated Safeguarding Lead and Inclusion Lead
- Mental Health Lead
- PSHE Co-ordinator
- Pastoral Leads
- Family Support Worker

6. Procedure to follow in a case of acute mental health crisis

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                    Is the pupil seriously injured, experiencing an acute
                    mental health crisis (psychosis, mania, self-harm) or
                                    feeling suicidal?
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No ────────── ┐   └────────── Yes

Is the pupil injured or experiencing a significant mental health incident?

No

Yes

Acute Risk

Call 999 or take pupil to A&E

Inform the parents

The hospital should make the referral to CAMHS and inform their GP

Administer first aid and request any additional support from emergency services. Make contact with parent and update them of the situation.

Staff member will assess level of risk by discussing issue with the pupil. This will include offering support and explaining the limits of confidentiality

The member of staff makes a record of the discussion and informs the DSL

What level of risk is the pupil at?

High risk

High risk

Call parents to collect the pupil (unless there is a safeguarding reason not to)

Discuss concerns with parents and recommend taking pupil to GP

Refer to CAMHS or social care team (if appropriate)

There are a range of charities who may be able to provide immediate support e.g. Caring for Someone with a Mental Health problem and Looking after a young person with a mental health problems

Please access our website for additional information about Mental Health and Well-Being

Low/medium risk

Low/medium risk

- Member of staff explains support on offer
- Inform parents/carers unless there is a safeguarding reason not to
- Involvement of external professionals (e.g. GP, CAMHS)
- Follow safeguarding procedures if necessary
- Referral to internal support – pastoral leads
- Set out offer of support in an individual healthcare plan (IHP) (see section 10.4)

DSL and member of staff debrief and ensure all information has been recorded confidentially

Upon return to school

Have a meeting with parents/carers and pupil (if appropriate) to discuss school based support on offer

Creation of an IHP (see section 10.4)

Offer to make any referrals necessary

Review progress with pupil and make adaptions to support offer if necessary

7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level

- Changes in eating or sleeping patterns

- Changes in attitude in lessons or academic attainment

- Changes in level of personal hygiene

- Social isolation

- Poor attendance or punctuality

- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

- Abuse of drugs or alcohol

- Weight loss or gain

- Secretive behaviour

- Covering parts of the body that they wouldn't have previously

- Refusing to participate in P.E. or being secretive when changing clothes

- Physical pain or nausea with no obvious cause

- Physical injuries that appear to be self-inflicted

- Talking or joking about self-harm or suicide

- Concern around illness, in particular getting ill because of family members with specific illnesses.

- Obsession with cleanliness and hygiene

Staff should also be aware that in some cases none of the above signs may be present but this does not mean that there is not a mental health concern impacting the child. Staff should be aware of the danger of stigma and stereotypes associated with mental health e.g. only girls suffer from eating conditions and body dysmorphia.

8. Sharing a Concern

If a pupil raises a concern about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Lead or the Headteacher to recognise a health and a pastoral need. Where there is a risk to a child's safety or the safety of others, this will be referred to and treated as a Safeguarding concern. All disclosures are recorded and stored in CPOMS.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record

- The full name of the pupil(s) involved

- The date, time and location of the disclosure

- The context in which the disclosure was made

- Any questions asked or support offered by the member of staff

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental wellbeing

- The support put in place for the pupil will be dependent on the member of staff being at school

- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the Designated Safeguarding Lead or the Headteacher. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with

- What information they will share

- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding Policy will be followed.

9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure

2. Member of staff offers support

3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the Designated Safeguarding Lead/Inclusion Lead or the Headteacher.

4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this

5. Member of staff will record the disclosure and share the information with the chosen elected member of staff

6. The Designated Safeguarding Lead or the Headteacher will inform the parent/carer (if appropriate)

7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

10. Supporting pupils

10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health and wellbeing and what steps we can take to keep ourselves well through our assemblies and through our PSHE curriculum

- Ensuring that all children have a network (5 finger network) of adults who they can talk to if they are worried about somebody

- Raising awareness of mental health and wellbeing support offered to all pupils in our school

- Helping normalise and reduce stigma attached with Mental Health

- Actively challenging negative comments made about Mental Health

- Signposting all pupils to sources of online support through HOLA (Hayward's Online Learning Area)

- Having open discussions about mental health during lessons

- Providing pupils with avenues, including surveys/school council/relationships with staff, to provide feedback on any elements of the school that is negatively impacting their mental health

- Appointing a senor mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing and to ensure that release time is provided for the training and subsequent work throughout the year

- Offering pastoral support through our three Pastoral Leads who are allocated to:

    EYFS and Key Stage 1

    Lower Key Stage 2

    Upper Key Stage 2

- Making classrooms a safe place to discuss mental health and wellbeing through interventions such as:

    Worry Monsters

    Circle Time

- Using assemblies, PSHE sessions to highlight role models who have also lived with mental health challenges

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Inclusion Lead will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are

- Creating a plan to provide support

- Taking the actions set out in the plan

- Reviewing the effectiveness of the support offered

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Pastoral support sessions
- Alternative Lunchtime Arrangements
- Activities aimed at boosting identified skills – Groundforce, Forest School, Accessing the animal area.
- Reduced timetable
- Counselling

10.4 Individual healthcare plans (IHPs)
A pupil will be offered an individual healthcare plan (IHP) if needed.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)

- The pupil's needs resulting from the condition

- Specific support for the pupil's educational, social and emotional needs

- The level of support needed

- Who will provide the support

- Who in the school needs to be aware of the child's condition

- What to do in an emergency (this may be different depending on the child and the condition/issue they are facing)

10.5 Making external referrals
If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP, pediatrician or School Nursing Team

- CAMHS

- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)

- Local counselling services

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support

- Informing parents/carers of mental health concerns that we have about their child

- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child

- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy

- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child

- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)

- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

We provide advice to parents/carer on the impact that social media use can have on mental health.

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends

- Things they should avoid doing/saying

- Warning signs to look out for

- Signposting to sources of external support

13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The Senior Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available. The Inclusion Lead may also support parents and families when relevant.

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE and through other aspects of the curriculum such as online behaviours through the computing curriculum and healthy lifestyles in PE.

At Hayward's we help our children to learn the characteristics of good physical health and mental wellbeing. We help children see the importance of positive mental health and the impact that this has. We recognise the importance that positive relationships have, and their immense importance on an individual's long term mental health and well-being. We provide a range of opportunities, and encourage children to seek out, which help

children achieve success and to make them feel positive about themselves. Through our day-to-day interactions we help children to consider the benefits of hobbies, interests and participation outside of school. We support children in seeing the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

We teach children the benefits and importance of daily exercise, good nutrition and sufficient sleep. We support this through our commitment to provide two PE sessions per week, alongside providing a range of activities which can promote this during break and lunchtimes. PE lessons reinforce the importance of making positive lifestyle choices and positive relationships.

We help children to understand the normal range of emotions that everyone experiences, to recognise what they looks like and how it feels. We model, encourage and support children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. We help children to develop particular techniques to calm themselves that work effectively in a range of situations. Where required, this is reinforced through focussed work with our skilled pastoral leads.

By reinforcing and making clear the benefits and characteristics of good health and wellbeing we address issues including isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. We help children to know what to do if they are feeling this and the support that is available to them. We also address the importance of children managing their time online, avoiding the excessive use of electronic devices. We help them to see why social media, computer games and online gaming have age restrictions, equipping them to manage common difficulties encountered online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

We expect PSHE to be taught by the class teacher or specialist teacher where necessary. Our PSHE coordinator is available to help with the planning and delivery of content if required. We also use pastoral support, assemblies, connecting with community activities and other visitors to enhance and reinforce our provision.

14.2 The Department for Education (DfE) outcomes
The Department for Education (DfE) outcomes are the expected learning outcomes for Year 6 children and guide our practice using a range of resources which are addressed through a spiral curriculum being revisited in each year group and building on previous learning. We have identified where in our PSHE curriculum these contents are covered below with what pupils will be taught.

Appendix B: RSE & Health Provision at Hayward's Linked to DfE Guidance Outcomes

https://docs.google.com/document/d/10bMpy5PXf9OJ7RxokziAMs5Fk-O26YEq/edit?usp=share_link&ouid=10700041582985454990l&rtpof=true&sd=true

Caring Friendships:
1. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Mental Well Being:
3. That mental wellbeing is a normal part of daily life, in the same way as physical health.
4. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
5. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

6. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

7. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

8. Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.

9. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

10. That bullying (including cyber bullying) has a negative and often long lasting impact on mental wellbeing.

11. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

12. It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

Physical Health and Fitness:

13. The characteristics and mental and physical benefits of an active lifestyle.

14. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.

15. The risks associated with an inactive lifestyle (including obesity and poor mental health)

Internet Safety & Harms:

16. About the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.

17. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available and accessed, especially if they access support as early as possible.

Health & Prevention:

18. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

19. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.

14.3 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

Children will create an open culture around mental health by:

- Talking about how they are feeling and actively use their 5 finger-network to seek support when needed.
- Working with the PSHE and Mental Health Lead to create a visual representation around the support that is available at school.
- Sharing concerns which they may have about their friends mental health and wellbeing.
- Sharing concerns with School Council and for any concerns to be discussed at school council.

15. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are

- Know how to recognise warning signs of mental ill health

- Know a clear process to follow if they identify a pupil in need of help

16. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously

- Support staff experiencing poor mental health themselves

- Create a pleasant and supportive work environment

- Have an open door policy for staff to discuss worries and concerns with Senior Leaders

- Working alongside staff to establish their Mental Health Network of Trusted Adults that can be contacted when required

- Be consistent in our application of the Staff Mental Health and Well-Being Policy

- Seek staff views on the provision provided by the school to support their Mental Health Lead and actively seek to improve our provision whenever possible

17. Monitoring arrangements

This policy will be reviewed by the Senior Mental Health Lead and the Headteacher annually. At every review, the policy will be approved by the governing body.