



HOLY TRINITY C E (A) PRIMARY SCHOOL
Mental Health & Well-Being Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	Mental Health & Well-Being Policy
SOURCE	Based on Diocese model & DfE guidance
REVIEWED BY	Date reviewed by Teaching, Learning & Ethos Committee: Feb 2021
APPROVED	26.02.21
REVIEW DUE	Spring 2023

Why mental health and wellbeing is a school priority

At Holy Trinity CE (A) Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. A diagnosable mental health need can have an enormous impact on quality of life, relationships and academic achievement. In many cases it has the potential to be life-limiting.

The Department for Education (DfE) 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.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is 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.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

All staff, governors, parents/carers and members of the Holy Trinity CE(A) Primary School (HTS) community will be made aware of and have access to this policy.

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

Definition of mental health and wellbeing

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

"a state of wellbeing 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 and adults 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.

Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children and adults to become more resilient, happy and successful, aiming to prevent problems before they arise.

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers, when necessary supporting them to access other support services where appropriate.
7. Supporting and training staff to develop their skills and their own resilience.

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.

Staff roles and responsibilities, including those with specific responsibility

Named Mental Health and Wellbeing Lead: Sally Smitherman

Named Governor with lead on mental health: Simon Janvrin

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*).

Our Mental Health and Wellbeing Lead

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Works with the PSHE lead teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

- Our Senior Leadership Team
- Our Designated Safeguarding Leads
- School support staff employed to manage mental health needs of particular children
- Our Inclusion Manager who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse
- Our Play Therapist

Supporting children' positive mental health

We believe the school has a key role in promoting children's positive mental health and helping to manage mental health problems. Our school has developed a range of strategies and approaches eg. Zones of Regulation; resilience programmes; PSHE resources; pupil survey; mental health and wellbeing website page; staff and children's wellbeing boards. Through PSHE, 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.

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:

- Making observations of behaviour, exclusions, visits to the medical room/school nurse, attendance and CPOMs incidents.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the class teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly).
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Parental health information on entry to the school.
- Gathering information from a previous school at transfer.
- Parental meetings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Holy Trinity CE (A) receive training on the protective and risk factors, types of mental health needs and signs that might mean a pupil or colleague is experiencing mental health problems. Any member of staff concerned about a pupil should take this seriously and talk to the Mental Health Lead, Inclusion Manager or Designated Safeguarding Lead (DSL).

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.

- Drugs or alcohol misuse.
- 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, 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-judgmental 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 CPOMs record, 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 Inclusion Manager and Mental Health Lead 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	Evidence-based Intervention	Monitoring
<p>The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children</p>	<p>and Support- <i>the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children</i></p> <p><i>For example</i></p>	
<p>Highest need</p>	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies</p> <p>Other External agency support Other interventions e.g. play therapy.</p> <p>If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy.</p>	<p>The needs of the children will be documented, along with how the pupil will be supported; actions to provide that support; any special requirements.</p> <p>Children and parents/carers will be involved; interventions are monitored, reviewed and evaluated to assess the impact.</p> <p>Mental health need and provision will be discussed and monitored by the Inclusion Manager, Mental Health Lead and DSLs.</p>
<p>Some need</p>	<p>Access to in-school support, family support worker, school nurse, play therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, Circle of friends.</p>	
<p>Low need</p>	<p>General support</p> <p>E.g. School Nurse drop in, class teacher/TA</p>	

Children are informed that the Inclusion Lead for Social, Emotional & Mental Health Needs is available when a pupil is dissatisfied with the level of care and support.

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 Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the Inclusion Manager 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 Inclusion Manager

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).

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.

At the beginning of each year, our year group parent meetings include discussion of 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. Parents and carers are encouraged to 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 work with external agencies such as Enabling Families and the Early Help Team to provide targeted individual support.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes (Solihull course) and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- We include the mental health topics that are taught in the PSHE curriculum section and signposting information, on the school website.
- We include mental health targets within ILPs as appropriate.

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 and add on to the child's CPOMs record.
- Discuss strategies or interventions to support the child.
- 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 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.

Involving children

We seek pupils' views about our approach, curriculum and in promoting whole school mental health activities. We seek feedback from children who have had support to help improve that support and the services they received.

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 Mental Health Lead is a qualified 'mental health first aider'.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as (when possible following the Covid-19 pandemic) social events; reviewing the scheduling of staff work commitments to support that work-life balance.

Staff also have access to a 24 hour confidential Employee Assistance Programme (Tel: 0800 030 5182; www.healthassuredeap.com), which offers professional, friendly and non-judgmental support for a variety of challenging circumstances, including stress, anxiety, bereavement, relationships, family issues and alcohol or drug issues.

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, on request.

The policy is monitored on a three-year review involving the Mental Health Lead and school governors.

Further Information

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

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 – PYPYRUS: www.papyrus-uk.org](http://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)

www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health