



## Mental Health and Wellbeing Policy

### Contents

Policy Statement

Policy Aims

Individual Care Plans

Teaching about Mental Health

Signposting

Sources or support at school and in the local community

Warning signs

Targeted support

Managing disclosures

Confidentiality

Involving parents and carers

Training



## Policy statement

At Monksdown Primary School, we are committed to promoting positive mental health and emotional wellbeing to **all** members of our school community. We 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.

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.*

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. Our open culture allows students' voices to be heard and through the use of effective policies and procedures, we ensure a safe and supportive environment for all affected, both directly and indirectly, by mental health issues.

## Scope

This policy is a guide to all members of our school community, outlining Monksdown's whole school approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies such as Behaviour and Relationships, Safeguarding, Looked After Children, & SEND policies.

## Policy Aims

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

- Promote positive mental health and emotional wellbeing in all members of the school community.
- Increase understanding and awareness that we all have mental health

- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst both adults and children in relation to looking after their own wellbeing; with effective signposting underpinned by behaviour and welfare around school.

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to any member of the safeguarding team and complete a referral form in regards to their concerns.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

If a member of staff is concerned about the mental health or wellbeing of a colleague, they should speak to a member of the Wellbeing Team in confidence.

If there is a concern that the colleague is in high risk or danger of immediate harm, this information will be shared and recorded with the Head Teacher confidently to support the individual as required. The colleague should be signposted to the appropriate agency e.g. Samaritans, 0330 094 5717



## Individual Care Plans

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency

## Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE Jigsaw curriculum and the use of Zones of regulation. The curriculum team ensures that we will use lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. We embrace National days of recognition of Mental Health Awareness and work alongside other professionals to this aim.

## Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.



Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure that everyone understands:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

### Sources or support at school and in the local community

#### Learning Mentor Support

- To help pupils overcome social, emotional and behavioural barriers to their learning helping them to achieve their full potential. These barriers include; expressing and regulating emotions, boosting self-esteem, working on anxieties, transition work, bereavement programmes, anger management, support around building and maintaining friendships, support around families (e.g. separation and divorce), social skills and attendance and punctuality (including school refusal).

#### Seedlings

- Sometimes when children are growing up, changes at home or at school can be difficult to deal with. The Seedlings team support the emotional needs of children allowing them to develop, grow and to build their resilience.
- Difficult feelings can affect relationships with important people in our lives, when these feelings are expressed in therapy it becomes easier to understand and make sense of.
- Qualified therapists provide a range of support that is age appropriate and tailored to what each child needs. This includes both 1:1 sessions and group work that can use a range of techniques including: Talking therapies, arts therapies, support and advice for families, providing education and resources to help staff deal with difficult emotional issues.



## Place2Be

Pupils visit the Place2Be practitioner for lots of different reasons. The most common ones are anxiety, struggling to focus, low self-esteem, mood swings and trouble with their family. Our in-school support works collectively with pupils, families and school staff to help the school community cope with challenges like these.

- **Place2Talk** – pupils book appointments with a Place2Be counsellor to talk about problems and worries
- **One-to-one counselling** – weekly counselling using talking, creative work, and play to support pupils who are struggling.
- **Group work** – therapeutic groups exploring issues like friendship, self-esteem, transition and bullying.
- **Family Practitioner** – access to a Family Practitioner to provide dedicated advice and support for parents and carers in primary schools.
- **Guidance, training and safeguarding advice for staff** – our mental health professionals share their expertise on issues such as managing and understanding behaviour, Special Educational Needs and Disabilities (SEND) and Additional Support Needs (ASN), safeguarding and coping with staff stress.

## The Wellbeing Team

Monksdown primary school takes a whole school approach to Mental Health and Wellbeing and therefore all members of the school community practitioners are members of the

The Wellbeing Team consists of a broad range of practitioners from across the school including Mental Health Lead, Special Educational Needs coordinator coordinator, Personal, Social and Health Education Lead, including Senior Leaders and pupils. Certified mental health first aiders support colleagues where necessary.

## Local Support

In Liverpool, there are a range of organisations and groups offering support, including the CAMHS partnership ( Child and Adolescent Mental Health Support) , a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.liverpoolcamhs.com/>

### Warning Signs

Staff may become aware of warning signs which indicate a student or colleague 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 alert a member of our safeguarding team immediately.

Possible warning signs, which all staff should be aware of 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

### Targeted support for all pupils

We recognise some pupils are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.



We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with Liverpool City Council Children's Services, Liverpool CAMHS and other agencies services to follow various protocols including assessment and referral.
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, According to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014. Young carers support in Liverpool can be accessed via Bernardo's Action with Young Carers, available on 0151 228 4455 or e-mail at [youngcarers.liverpool@bernardos.org.uk](mailto:youngcarers.liverpool@bernardos.org.uk).





### Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on CPOMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the Safeguarding Team.

### Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within our school or an outside agency, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents / carers will always be informed in a timely manner so that they can support their child at home.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.



## Involving Parents and Carers

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 their children with mental health needs.

To support parents and carers:

- We provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes. We also run our own in house parenting programmes.
- Offer an Open Door Policy.
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting. When a concern has been raised the school will contact parents and carers and meet with them
- In most cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen - such as child protection issues.
- Offer information to take away and places to seek further information
- Record meeting on CPOMS and follow up with phone call.
- Agree on a plan moving forward.
- 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. Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, 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.



## 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 to enable them to keep students safe. Certified Mental Health First Aiders can be contacted at any time.

Up to date and relevant information will be available on the website for staff who wish to learn more about mental health. Liverpool CAMHS provide free online training suitable for staff wishing to know more about a specific issue.

<https://www.liverpoolcamhs.com/covid-19/bite-size-training-opportunities/>.

[www.safeguardingresourcehub.co.uk](http://www.safeguardingresourcehub.co.uk)

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.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

### Where to get information and support

For support on specific mental health needs...

Anxiety UK <https://www.anxietyuk.org.uk/>

OCD UK <https://www.ocduk.org/>

Depression Alliance [https:// www.depressoinalliance.org](https://www.depressoinalliance.org)

National Self-Harm Network <https://www.nshn.co.uk/>

Self-Harm <https://www.nshn.co.uk/>

Suicidal thoughts Prevention of young suicide UK – POPYRUS:

<https://www.papyrus-uk.org/>



For general information and support

YPAS ( Young People's Advisory Service) <https://www.ypas.org.uk/>

<https://alderhey.nhs.uk/services/camhs>

CAMHS ( Children and Adolescent Mental Health Service)

Shout 85258 is a free, confidential, 24/7 text message support service for anyone who is feeling overwhelmed or is struggling to cope.

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems [www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

<https://www.annafreud.org/>

This policy will be reviewed regularly and will be shared with the governors and all members of the school community.

This policy can be provided in different formats upon request.