

# Grange Primary School



# Mental Health and Wellbeing Policy 2022

*Belong Believe Achieve*

## **Mental Health and Wellbeing Policy**

### **Vision Statement**

At Grange, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to 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.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### **Policy Statement**

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)*

### **Teaching about mental health at Grange Primary School**

We take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

### **We promote a mentally healthy environment through:**

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the school

### **We pursue our aims through:**

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.

### **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Miss Rebecca Benjamins- *Designated Safeguarding Lead*
- Mr Lorrain Black- *Deputy Designated Safeguarding Lead/ Senior Mental Health and Emotional Wellbeing Lead*
- Miss Victoria O'Reilly [SENCo] –
- Mr Lorrain Black [SENCo] - *Lead First Aider*
- Miss Rebecca Benjamins- *Pastoral Lead*
- Miss Rebecca Benjamins- *CPD Lead*
- Miss Natasha Tomlin- *ELSA/ Deputy Designated Safeguarding Lead, Children Safeguarding Officer, Mental Health First Aider*
- Annabel Needham- *PSHE Lead*
- Mrs Kim Edwards- *Deputy Designated Safeguarding Lead/ Mental Health First Aider*
- Mrs Zohra Bounouar- *Deputy Designated Safeguarding Lead/ Mental Health First Aider*
- Mrs Susan Hawkes - *Deputy Designated Safeguarding Lead/ Mental Health First Aider*

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated or Deputy Safeguarding Leads in the first instance. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

### **Our Mental Health Leads:**

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Liaise with mental health services and makes individual referrals to them.

### **Teaching about Mental Health and Wellbeing**

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

### **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.
- Managing emotions resources.
- Primary Group Work/Mental health and wellbeing groups/ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

### **Early Identification and Warning Signs**

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with (Headteacher [SENCo]), our Mental Health and Emotional Wellbeing Lead.

### **Possible warning signs include:**

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Assessment, interventions and support**

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

### **Working with parents and carers.**

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

### **To support parents and carers we will:**

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

### **When a concern has been raised, teachers or the Mental Health Lead and SENCO will:**

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

### **Working with specialist services**

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support through Summerhouse pupil referral unit
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If we it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be

shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead (Headteacher [SENCo]), this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead [Lorram Black] must be informed immediately.

### **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The National College, MHFA England, AnnaFreud and Place2Be learning portals provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

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.

Suggestions for individual, group or whole school CPD should be discussed with Miss Rebecca Benjamins, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

### **Links to other policies**

This policy links to our Child Protection Policy, Anti Bullying, SEND Offer, Staff Wellbeing Policy and our Behaviour Policy.

### **Supporting Peers**

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

### **Pastoral organisation for staff**

- Pastoral support for all members of the school community is fundamental to the aims and philosophy of Grange Primary School. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.
- We have a named Governor for health and well-being and a sub-committee which meets to implement and monitor the procedures for supporting emotional well-being within our school.

### **Policy Review**

This policy will be reviewed every 3 years as a minimum. It is next due for review in November 2023.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Headteacher (SENCo) our mental health lead via phone 0207 7771 6121 or email [office@grange.southwark.sch.uk](mailto:office@grange.southwark.sch.uk)

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