All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Mental Health and Wellbeing Policy

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)*

In our school our Christian vision shapes all we do. Our mission is to provide an atmosphere of openness and acceptance, tolerance and forgiveness. Here, values and attitudes will be formed and every individual is celebrated and seen as unique. Our values of Love, Hope and Community permeate all areas of school life through learning, religious education, prayer, worship and action in God's love. We recognise that our role is to encourage and develop children in their academic, creative, emotional and social, physical, moral and spiritual development to prepare every child so that they can make a positive contribution to the society in which they live. Our School community is one built on hope and love where everyone's unique gifts are valued.

We aim to promote positive mental health for every member of our staff and all our pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

Scope

This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND/Inclusion Policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all pupils, staff and families
- Ensure an understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

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

Jane Hall, Janet Ellison and Clare Darling-Chalke- Designated Safeguarding Leads
Jane Hall - Mental Health Lead
Nicolette Corney – Wellbeing Lead/ELSA
Clare Darling-Chalke – Designated Teacher for looked after children
Donna Naylor - Lead First Aider
Jane Hall - CPD Lead
Janet Ellison - Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the one of the Designated Safeguarding Leads 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 Safeguarding Lead staff/ Head teacher. 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.

Where a referral to CAMHS is appropriate, this will be led and managed by Clare Darling-Chalke. School referrals will be made in conjunction with the Mental Health Lead, teacher and parent. For further information on CAMHS and referrals, visit https://www.sussexpartnership.nhs.uk/CAMHS-referral.

Individual Care Plans

We will draw up an individual care plan for any pupils causing concern or who receives a diagnosis pertaining to their mental health. This will be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

School will have due regard to the Looked After Child Policy and ensure staff are trained and supported in maximising their ability to act as advocates for LAC and support their educational achievement and mental health and wellbeing.

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 are 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[1]to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

- For how we promote mental and wellbeing at All Saints CE Primary School see Appendix 1.
- What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 2.

We display relevant sources of support in communal areas and will regularly highlight sources of support to pupils within relevant parts of the curriculum (age appropriate). Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

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

Warning Signs

School staff may 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 Jane Hall or Clare Darling-Chalke. There are weekly opportunities for all staff to share any concerns they might have a pupil. Any immediate concerns should be shared straight away a DSL.

[1] Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

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
- PE avoidance or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'. Staff should:

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say:, 'I am glad you came to me', 'I am sorry you are feeling like this', 'We are going to do something together to get help'

All disclosures should be recorded in writing and held on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the DSLs who will offer support and advice about next steps.

The Designated Teacher will contact the Virtual School and relevant outside professionals if the School has any concerns about the mental health of a Looked After Child or a previously Looked After Child (in partnership with parents).

Confidentiality

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

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

We will never share information about a pupil without first telling them. Ideally, we would receive their consent (age appropriate), 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.

Staff will share disclosures with the DSLs. 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 will explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents will be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. We will 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 which could put the child in immediate harm, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We will be accepting of this (within reason) and give the parent time to reflect. We will always highlight further sources of information and give them leaflets to take away where possible.

We will always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call. We will aim to finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record (CPOMS).

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website (signposting)
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents (website/hard copy on request)
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

On occasion, children with mental health issues may confide in a friend. We encourage all children to speak to an adult in school if they have concerns about a friend and to seek support if they are worried. In order to keep all children safe, we will consider on a case by case basis which friends may need extra support.

Training

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.

Staff have been signposted to the MindEd learning portal which provides online training suitable for staff wishing to know more about a specific issue. www.minded.org.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 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.

Staff Positive Mental Health and Wellbeing

At All Saints Church of England Primary School we believe and recognise that our staff are our most important resource and all are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the well-being of our staff and the well-being of our pupils, and that the culture and ethos of a school is determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel valued as a team member, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance. We embrace the many school practices that support staff health and well-being, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and well-being for all staff. This outlines some of the ways in which we commit to maintaining staff well-being and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute and expect to be treated.

Roles and responsibilities

The Leadership Team, governing body, teaching and non-teaching staff, will work towards an ethos where everyone is valued, where respect, kindness and honesty are the cornerstones of all school relationships and where health and well-being are seen as important. We expect all staff to treat confidential information sensitively and in-line with school policy.

Procedures to promote staff wellbeing:

- Weekly communication via Staff briefing – all invited and notes sent to whole team
- Continuing professional development for all staff
- Performance management to discuss performance development
- Involving all staff in key school priorities such as vision and ' 5 year journey' planning
- Care, support and guidance conversations to support wellbeing
- All staff encouraged to contribute to the School Improvement Plan
- All staff invited to INSET days
- Recognition of staff birthdays/special occasions
- Leadership Team support the wider workforce
- Good communication systems to limit stresses potentially caused by lack of clarity
- HT Open door policy

All Saints CE Primary School demonstrates its commitment to staff wellbeing by being part of the Employee Assistant Programme. This allows all staff access to free, confidential and impartial Employee Support, provided by Health Assured. Hampshire Health Assured support line is available 24 hours a day, 365 day a year and provides a confidential telephone advice and information line covering a wide range of issues including work, personal and family related and includes a website with a wide range of useful advice ranging from your health to emotional wellbeing to finances.

Details of this are shared regularly and can be found on the message board in the staffroom.

Staff Mental Health Lead: Reverend Chris Curry

Policy Review
This policy will be reviewed every 3 years as a minimum.
Policy Agreed: January 2025
To be reviewed: January 2028

Appendix 1
How we promote pupils' mental health and wellbeing at
All Saints C of E Primary School

In the child	Risk factors	Protective factors
	Genetic influences Low IQ and learning disabilities Specific development delay or neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem	Being female (in younger children) Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability Being a planner and having a belief in control Humour Problem solving skills and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect
How we support at All Saints	Early assessment including speech and language, Boxall profile, 6 steps approach supporting building confidence, successful communication and relationships with each other. Early intervention for all children. Buddy systems in school from year R to support development of friendships, belonging and community. Strong relationships between staff and children to ensure school is a safe and secure place. Understanding of good links and transition packages from pre- school into school , between classes and onto secondary school help to developing a strong school community. Opportunity and encouragement for children to share ideas in PSHE, Class worship and through School council. From Reception to Year 6, children nurtured as thinkers and motivators about themselves and their learning. Development of a positive 'have a go' 'learn by our mistakes' attitude across the curriculum. Gem learning skills supporting thinking and see others point of view. Good use of support and opportunity to build challenge. Opportunities for everyone to shine and be valued within class, worship and learning. Christian ethos and school values support and encourage reflection about 'self', the community and wider world.	
In the family	Risk factors	Protective factors
	•Overt parental conflict including Domestic Violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile or rejecting relationships Failure to adapt to a child's changing needs Physical, sexual or emotional abuse 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
	Open door support for families, sharing of achievements out of school through performance or within worship.	

Appendix 1
How we promote pupils' mental health and wellbeing at
All Saints C of E Primary School

<table>
<tr><td></td><td colspan="2">Teamwork between parents and staff to share information
Home school agreement which allows parents to understand expectations.
Strong links with virtual school, helping LAC children settle and become part of our community.
Website signposts to family support groups and mental health support.
All Saints School is a caring community providing opportunity for families to join in social, education activities and worship within school.
Invitations to the community to attend events in school.
SEN 'drop in' appointments for parents to discuss their concerns and support offered.
Links to the EP through Parent consultations.
Encouragement to become involved with parent partnership link to support need.
Good modelling of strategies to support children by staff
Curriculum evenings - parents opportunity to share and learn about different aspects of the school curriculum and learning to support their child.</td></tr>
<tr><td rowspan="2">In the school</td><td>Risk factors</td><td>Protective factors</td></tr>
<tr><td>Bullying
Discrimination
Breakdown in or lack of positive friendships
Deviant peer influences
Peer pressure
Poor pupil to teacher relationships</td><td>Clear policies on behaviour and bullying
'Open-door' policy for children to raise problems
A whole-school approach to promoting good mental health
Positive classroom management
A sense of belonging
Positive peer influences</td></tr>
<tr><td></td><td colspan="2">Regular staff safeguarding training.
Training to deepen understanding of mental health issues for all staff to keep children safe. Informal book sharing between parents and children.
Training staff in positive behaviour systems, which are consistently applied across the school. This includes a clear policy and approach to expectations of behaviour from all staff. Positive classroom management and expectation (e.g tidy golden broom)
The Gem Project =Children are encouraged to develop their skills in problem solving, taking responsibility, supporting others, being courageous, developing resilience, being focussed, cooperation and collaboration with others.
School council and high valuing of pupil voice
Our buddy system supports confidence feeling of belonging to the " All Saints Family" and promotes a caring, supportive attitude towards others. High expectations with praise for the extra ordinary
Spirituality development in school to help children become increasingly aware of the concept of self – the unique person, a growing empathy, concern and compassion for others, having an awareness of a physical and creative world, giving opportunity to explore experiences beyond the every day.
Circle time.
All classrooms have a prayer space.
Our school values are linked to worships, the class room, PSHE
Strong relationships between pupils and staff (1-1 time for a child when needed)
School Council.
Strong spirituality (including school prayer)
Graduated response to need, including friendship groups/ circle of friends, individual or group ELSA, EP (telephone contact line , service agreement, CAMHS.)
CAMHS network meeting attended by staff.
Extra-curricular activities/clubs open to all.
Children encouraged to run clubs</td></tr>
</table>

Appendix 1
How we promote pupils' mental health and wellbeing at
All Saints C of E Primary School

In the community	Risk factors	Protective factors
	Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination 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
	All Saints consistent approach to the welfare and Christian links to the community church. Sporting and academic participation with local secondary schools. Strong PTA Community events High expectation of out of school behaviour and attitudes towards the community Promoting aspirations with visiting experts. Local community, governors / PTA Children encouraged by the school to become involved in supporting local and national charities, with many children organising their own fundraising and initiatives.	

Appendix 2

Support available for pupils' mental health and wellbeing at

All Saints C of E Primary School

Please note that this list is not exhaustive so School would always aim to discuss provision with parents/carers in the first instance. A range of provision over and above curriculum support within School includes:

- Support from the Emotional Literacy Support/Wellbeing Lead (ELSA)
- Pupil 'drop-ins'
- Informal mentoring and support
- Staff support (trauma awareness)
- Therapeutic Story writing (trained staff)

Other agencies:

- Primary Behaviour Service (PBS) – referral based support
- Early Help Hub - referral based to support families in a range of ways
- Educational Psychologist
- Speech and Language Team
- School Nursing Team
- CAMHS –Child and Adult Mental Health Service - referral based