

Mental Health and Wellbeing Policy

Rushwick CE Primary School

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 Organisation)

Vision Statement – Our School Vision

Rushwick is a learning community, underpinned by Christian values. We recognise everyone as a unique child of God and are committed to helping our children achieve academic, personal and social success, regardless of age, gender, race, culture or ability. Our vision is to provide an outstanding education which equips each child with the necessary skills to meet the changes and challenges throughout their life. We expect our whole school community to follow the Christian doctrine of treating each other the way we all wish to be treated ourselves.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. It should also be read in conjunction with our Behaviour, PSHE and SMSC policies. It also sits alongside our Child Protection Procedures.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase 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

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 can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues. At our school we use the Thrive approach to:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they matter, feel safe and are care for.
- Encourage children to be confident and believe in themselves.

- Help children to develop emotional resilience to manage setbacks.

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
- Celebrate academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities and places to reflect and have quiet times
- Access to appropriate support that meets their needs.

Staff Responsibilities

All staff have a responsibility to promote the mental health of pupils. Staff with a specific roles include:

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|--|----------------|
| SEN Coordinator, Deputy DSL & Thrive Trained Practitioner: | Deborah Hulls |
| SEN Assistant& Thrive Trained Practitioner: | Trudie Staples |
| DSL / Headteacher: | Geoff Jeffrey |
| SEN & Inclusion Governor: | Claire Jagers |

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to our THRIVE Practitioners 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 DSL. 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.

Further information for parents/carers can be found at:

<https://youngminds.org.uk/find-help/for-parents/>

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/camhs-information-for-parents-and-carers/>

<https://www.time-to-change.org.uk/blog/mental-health-tips-parents>

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.

PSHE Association Guidance:

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

This guidance can be used to help 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. We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

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 to the DSL / Deputy DSL.

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

Working with other agencies

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- School Nurse
- Early Help
- Educational Psychology services
- CAMHs (child and adolescent mental health service)
- Counselling services

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 MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue:

<https://www.minded.org.uk/>

Further information for parents/carers can be found at:

<https://youngminds.org.uk/find-help/for-parents/>

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/camhs-information-for-parents-and-carers/>

<https://www.time-to-change.org.uk/blog/mental-health-tips-parents>

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