

Mental Health and Wellbeing Policy



St Philip's CE
PRIMARY SCHOOL

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1. Why mental health and wellbeing is important

At St Philip's Primary School, we are committed to supporting and promoting positive mental health and wellbeing for our whole school community (children, staff, parents and carers). 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. All children go through ups and downs during their school career and some face significant life events.

In 2017, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is 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.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

Just as our vision stipulates that happiness, love and security abound, we take the view that positive mental health is everybody's business and that we all have a role to play. We believe that everyone is special and that each individual's circumstances differ and as a result will have had exposure to different life experiences which shape them. Relationships and team work in our school enable us to offer help and support in a safe environment to children, colleagues and parents and carers in our wider community. Ultimately, our aim is to offer a nurturing and supportive environment where Christ and his Christian Values are at the heart of everything we do to promote positive mental health and wellbeing in our school.

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.

2. Purpose of the 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.

As our school vision declares – happiness, love and security abound. Everyone in our school community is special, every achievement is celebrated and relationships and teamwork matter. Our team have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we:

- help children to understand their emotions and feelings better
- help children to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and 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
- 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.
- Access to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches
- Adhering to strategies suggested by Mental Health Aid England
- 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

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

3. Definition of mental health and wellbeing

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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people 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

4. How the policy was developed and who was consulted

The development of this policy was led by our Inclusion Lead for Social, Emotional & Mental Health Needs and PSHE Lead and Mental Health First Aider in consultation with children, staff, parents and carers, the school nurse and local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists.

- School Council gave their views on what to teach and the best ways to teach about mental health.

- Parents and carers were invited to contribute ideas at a stall at our Parents Evening.

Staff discussed the draft policy at a staff meeting. In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Adult MHFA Manual 2016
- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2016.
- Supporting children with medical conditions, DfE 2016.

5. Links to other policies

This policy should be read in conjunction with our policies on Safeguarding, Medical Needs, Anti-Bullying, PSHE, 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. It should also sit alongside child protection procedures.

6. St. Philip's whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and 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.

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.

7. Staff roles and responsibilities, including those with specific responsibility

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. They will also ensure that children with mental health needs get early intervention and the support they need.

Lead staff will have undertaken training with Mental Health First Aid England and will have fed back key strategies and procedures to ensure consistency in approaches and procedures.

All staff will 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
- 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.

The Role of our Lead for Social, Emotional & Mental Health Needs

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHCE 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, and makes individual referrals to them.

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 own Senior Leadership Team
- Our Safeguarding/Child Protection Lead
- Our Phase Leaders
- School support staff employed to manage mental health needs of particular children
- Our SENDCO 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
- The psychotherapist from CAMHS who provides 1:1 therapy and group work to children who are referred and who can advise staff on particular children
- The Educational Mental Health Practitioners (EMHP) from the NHS who provide early support for children to address emerging mental health needs, liaising with school and parents or carers.

8. Supporting children' positive mental health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- School council, Worship Warriors and other children's Leadership Groups.
- Buddy system between Year 6 and Reception.

Classroom activities

- Quiet area - time out zone
- Class Dojo - rewards
- Good to be Green Reward System

- The Daily Mile
- Class Excursions
- Fidget toys
- Sensory Breaks
- Kinaesthetic Activities and active learning
- Talk Partners
- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class

Transition programmes

- Transition Programme to secondary schools
- Enhanced transition programmes for those who need extra support
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times
- Positive behaviour recognition processes including Good to be Green, Star of the Week, You've been spotted, Satitude and Dojos

Whole school

- World Mental Health Day Celebrations– whole school focus on doing things which make us feel good
- Displays and information around the School about positive mental health and where to go for help and support
- Staff mental health leaflet and Inset time given over to wellbeing practise such as Mindfulness, meditation, reflection and team building.
- Vast array of After School Clubs offer
- You've been spotted - Christian Value Recognition
- Yoga Week

- Good communication with parents - delivering information allowing plenty of advanced warning.
- Positive, open communication with parents, carers and colleagues.
- Postcard home from head teacher

Small group activities

- Nurture groups
- School Counsellor
- Pets for Therapy
- Developing Friendships Intervention
- Resilience Training
- Talkabout – a small group intervention to improve children’s communication skills around turn taking, dealing with issues, resolving conflict
- Heartmath and other interventions
- Relax Kids

Teaching about mental health and emotional wellbeing

Through PSHCE 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.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people’s feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.

- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
 - To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

9. 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:

- Analysis tools - see Mental Health First Aider Action Plan below
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Using Leuven scales to identify children in EYFS who need support.
- Staff report concerns about individual children to the relevant lead persons.

- Worry boxes for children to raise concerns which are checked by the Class Teachers and Mental Health Lead
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Named members of staff have had training on the protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems.

Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENDCO.

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.

Assessment, Interventions and Support

Mental Health First Aid Action Plan

The following Action Plan devised by the Mental Health First Aid England is a detailed plan on how to help a person in a mental health crisis or displaying a mental health issue. The 5 basic steps to adhere to form the mnemonic ALGEE.



The Mental Health First Aider, must use good judgement about the order and relevance of these actions and needs to be flexible and responsive to the person they are helping.

All concerns are reported to the 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.

Some possible signs that our pupils are experiencing a mental health crisis may appear as one or many of the following:

- 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 then 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-judgemental 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 confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected.

In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

10. Working with specialist services to get swift access to the right specialist support and treatment

In some cases, 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 Health Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO 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
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed via the SENDCO or Mental Health Lead

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 (SEND).

11. Involving parents and carers

In 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.

On first entry to the School, our parent's meeting includes a discussion on 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, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the School so that we can better support our families from the outset.

To support parents and carers:

- We organise a range of activities such as workshops on protective and risk factors, craft clubs, computer skills club, and English as an additional language classes.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes 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 liaise and offer support from our local children's centre.
- We include the mental health topics that are taught in the PSHCE curriculum section, on the School website
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs

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.
- 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.
- Seek support and guidance from other providers if necessary.
- Discuss the use of a Voluntary Early Help Assessment

- Seek advice from professionals

Parents and carers will always 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.

12. Involving children

Every year we train up a groups of children such as our Peer Mediators, School Councillors and Worship Warriors who lead on whole school campaigns on health and wellbeing. We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities. We always seek feedback from children who have had support to help improve that support and the services they received. Our Year 6 children act a Buddies for our new Reception Intake which aids and supports transition.

13. 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 has attended Mental Health First Aid training alongside a number of training sessions related to Mindfulness, Emotional Wellbeing and Resilience. A number of our staff have completed a one day course on mental health for children. The information and resources gleamed from these courses are shared with staff at training events.

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 positive wellbeing. We encourage staff to leave school by 5pm, offer time off for Christmas Shopping, give over staff meeting time to planned tasks and ensure that all staff feel supported pastorally by our Senior Leadership and Church Clergy team.

Staff are able to access counselling via Occupational Health and can request to see our in school counsellor. As a school we encourage a family feel, our staff are well supported by each other.

We are involved in a Sefton, Mental Health in Schools project and have staff and teachers involved in training, delivery and whole school approaches to mental wellbeing.

14. 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. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored annually at our Safeguarding review by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.