



Lauriston

School

Federation

Mental Health & Wellbeing Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
	First Version July 2019	July 2019	Anna Lucey

Vision

‘SUCCESS NO MATTER WHAT!’

Mental Health Lead	
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Purpose of the Mental Health and Wellbeing Policy

“When our mental health is good, we feel positive about ourselves, enjoy being around others and feel able to deal with life’s challenges.

We all go through times when we feel worried, confused or down. But when it starts to feel difficult to do everyday things like hanging out with friends, getting work done or doing the things we normally enjoy, this could mean we have a problem with our mental health.”

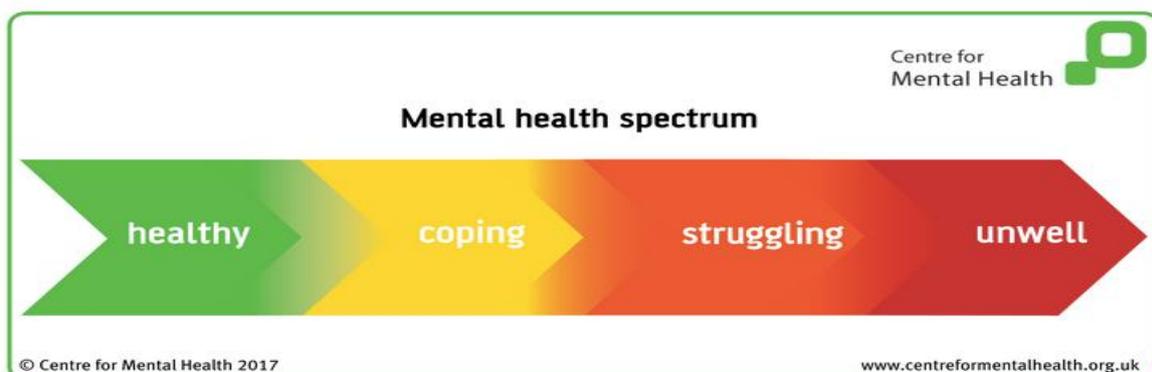
<https://youngminds.org.uk/find-help/what-is-mental-health/>

At Daubeney, Sebright and Lauriston Federation, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

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.

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”*.

We understand that mental health is influenced by different factors overtime and that children may be at different stages on the Mental Health Spectrum over their school career.



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.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a Federation where:

- Children feel safe and are able to talk openly about their feelings;
- Children are aware what affects their mental health and how to look after their physical and mental health;
- We reduce the stigma surrounding mental health;
- Mental health is promoted and valued – children, staff and parents;
- Children are aware of the links between physical and mental health;
- All mental illnesses are recognised and supported.

A whole Federation approach to promoting mental health

The Federation's approach to promoting mental health aims to help children become more resilient, happy and successful.

This encompasses eight aspects:

1. Creating an ethos 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.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who may have mental health needs and planning support to meet their needs, this may include seeking support from outside agencies such as CAMHS (Children and Adolescent Mental Health Services)
6. Effectively working with parents and carers, raising awareness of mental health.
7. Supporting and training staff to develop their skills, awareness and understanding, but also supporting their mental health and emotional wellbeing.
8. Having trained mental health first aiders to advise, train and support.

Staff roles and responsibilities, including those with specific responsibility

Staff Responsibilities

All staff have the responsibility to identify when a child might be showing signs of mental health difficulties/distress. Similarly, to the Child Protection & Safeguarding Policy, school staff should pass on any concerns about a child's mental health and emotional wellbeing to the Safeguarding Team using a Cause for Concern form.

In order to successfully identify any mental health concerns, all staff receive training on mental health and wellbeing so they understand the risk factors that contribute to mental health difficulties and how to report concerns appropriately. Also, training develops an understanding that distress can present itself in lots of different ways.

Designated Safeguarding Lead

All of the staff in the Safeguarding Team have significant crossover with mental health and wellbeing due to their pastoral roles in the school and coordinate and provide pupil support as well as liaising with external services when necessary.

If staff have concerns with regards to a child's mental health they should follow the schools safeguarding procedures and complete a Cause for Concern Form. This should be passed onto the DSL and they will make an informed decision on what to do next.

Staff Wellbeing

We recognise that in order to support children's mental health and well-being effectively it is important to promote staff wellbeing. All staff have full access to Education Support Partnership: a service which offers advice, counselling and support to staff members for professional and personal problems.

Our schools provide:

- Staff training
- Open door policy for staff to talk to Phase Leads/SMT/SLT
- Staff wellbeing drop-ins with CWIS (CAMHs worker in school – at Daubeney)
- Half termly wellbeing breakfast briefing
- Social events
- Staff Mental Health Team

The Federation understand that:

'Mental health doesn't mean being happy all the time. Neither does it mean avoiding stress altogether. Coping and adjusting to setbacks are critical life skills for children, but it's important that they develop positive, rather than negative, coping skills.'

<https://www.mentallyhealthyschools.org.uk/whats-mental-health/>

We believe that each school has a key role in promoting children's mental health and helping to prevent mental health problems. Our Federation has developed a range of strategies and approaches which include:

Pupil-led activities

- Assemblies to raise awareness of mental health.
- Peer mediators – children working together to solve problems.
- Playground Friends – a lunchtime group supporting younger children in forming friendships.
- Whole School Transition Week in July (new Reception Class children are invited in to school);
- Transition Programmes for Year 6 pupils;
- Transition Programmes for children joining our school mid-term.

Class activities

- Worry boxes - children can share worries or concerns.
- JIGSAW/Circle times
- Year 6 – preparing for SATs (emotionally)
- Meditation & Breathe techniques in class

Whole school

- Assemblies to raise awareness of mental health linking to JIGSAW.
- Mental Health Week – Whole school focus – What is mental health?
- Healthy Me Week – Promoting 'Healthy body, healthy mind'.

Small group activities

- Nurture groups
- Time to Talk
- SEAL groups run by the Learning Mentors
- Invisible Child Programme
- Junior Mental Health Team



Teaching about mental health and emotional wellbeing

Within our Federation children are taught PSHE using the JIGSAW programme. Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Nursery to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work.

Through JIGSAW we teach the knowledge and social & 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.

Objectives/Pupil learning intentions: Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

There are 6 Puzzles (half-term units of work) each with 6 Pieces (lessons):
([Links to Mental Health](#))

- **Autumn 1:** Being Me in My World – *Transitioning into my new class, feeling happy and safe.*
- **Autumn 2:** Celebrating Differences - *#itisoktobe different (SEND focus)*
- **Spring 1:** Dreams and Goals – *Growth mind-set*
- **Spring 2:** Healthy Me – *Healthy body, healthy mind*
- **Summer 1:** Relationships – *Friends and family who supports me with my mental health.*
- **Summer 2:** Changing Me – *Understanding and accepting changes*

Assessment, Interventions and Support

All concerns are reported to the Designated Safeguarding 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.

<p style="text-align: center;">Need</p> <p>The level of need is based on discussions at the regular Inclusion meetings, Review meeting with key members of staff, parents and children.</p>	<p style="text-align: center;">Evidence-based Intervention and Support</p> <p>The type of intervention and support provided will be decided in consultation with key members of staff, parents and children.</p>
<p>Low need</p>	<p>General support:</p> <ul style="list-style-type: none"> • Class teacher/LSA • Time to Talk • School nurse • Learning Mentors
<p>Some need</p>	<p>Access to:</p> <ul style="list-style-type: none"> • in school nurture group • regular Time to Talk • 1: 1 intervention • Invisible Child Programme • Learning Mentors • SEAL (social, emotional aspects of learning) Group • School nurse
<p>High need</p>	<p>Access to:</p> <ul style="list-style-type: none"> • Common Assessment Framework (CAF) completed with parents; • CAMHS referral and assessment; • 1 : 1 or family support or treatment; • Other external agency support. <p><i>If the school and parents agree that an Education Health Care Plan application is needed, then this will be completed by the School's SENCo. (See SEND Policy)</i></p>

Networking Support

We recognise that when someone is experiencing mental health problems it can be challenging for their friends and staff members who are supporting. They may want to help them but are not sure the best thing to do and can also be emotionally affected.

Friends/staff members will be supported and given time to talk about how they are feeling and given advice where needed.

We will consider what is helpful for the friends/staff members to know and what they should not be told (to ensure confidentiality), how they can best support, things they should avoid doing/saying which may inadvertently cause upset, supporting them to find useful ways of talking and to recognise the warning signs that show their friend needs help.

Involving parents and carers

Our Schools recognise the important role that parents and carers have in promoting and supporting the mental health and wellbeing of their children and in supporting children who have an identified mental health need.

Admissions meetings include a discussion around the importance of healthy minds for learning and we promote this through the Jigsaw curriculum. Parents and carers will be asked to inform the school of any mental health needs their child has and any issues that may impact on their child's well-being and mental health, this could include the parent's mental health. Information will be provided to parents on how they can promote mental health and resilience when the child starts school, through a leaflet.

Working with all parents

To support all parents, we:

- Organise a range of activities at a universal level, including parent workshops e.g. on protective factors, risk factors and strategies for supporting mentally healthy minds.
- Make our mental health policy readily available to parents on our school website.
- Use the school website to sign post parents to information on common mental health difficulties.
- Use the website to sign post parents to services available in school and services available outside of school.
- Ensure parents know who they can speak to if they have concerns about their own child's mental health or a child's friend. Or the parents' mental health
- Include mental health topics taught through JIGSAW on the school website and share information about how parents can extend this learning at home.

Working with parents or carers of a child with an identified Mental Health difficulty

We understand that parents and carers may react in different ways to knowing their child has a mental health difficulty and we endeavour to be both sensitive and supportive.

The Designated Safeguarding Lead will:

- Contact parents or carers and arrange a meeting with them (although there may be some circumstances where this doesn't happen, such as if there has been an identified safeguarding incident).
- Offer information that can be taken away.
- Be available for follow up meetings or calls.
- Explain to parents about how they can help their child.
- Keep parents and carers up to date on interventions / support given to child in school.
- Support parents to access services outside of school, where appropriate.

Supporting parents and children with parent's mental health needs

We are aware that we need to support parents with their mental health and wellbeing to enable them to support their child/ren.

Our Federation has developed a range of support for parents, these include:

- Coffee mornings
- Workshops linking to family wellbeing
- Support from family support worker (Daubeney Primary)
- Opportunities to talk with SLT (senior leadership team)
- Referrals to Children's services for family support (with parental permission)
- Access to Learning Mentors
- Referrals to Children Centres

Links with other school policies:

This policy links to our policies on Child Protection & Safeguarding, Medical Needs, Behaviour, SEND and Equalities Policies. 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.

Ratified: July 2019

Signed: _____

Executive Head Teacher

Chair of Governors

Review: July 2022

Appendix - Where to get information and support

Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk and www.selfharm.co.uk

Suicidal thoughts [Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org](http://www.preventionofyoungsuicide.org.uk)

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

Glossary:

CAF: Common assessment Framework. The aims of CAF are to: Provide an assessment tool which can be used by practitioners/professionals in any organisation, service, team or establishment in any sector to support earlier intervention with a child, young person and/or their parents/carers. Improve joint working and communication between practitioners.

CAMHS: Child and Adolescent Mental Health Services. CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few.

There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

Time to Talk: Children have the opportunity to talk to an adult in school about something they may be worried about. This could be one session however, if the sessions develop into a regular basis parents will be informed.

Invisible Child Programme: Children will have a staff mentor who will spend quality time with them on a weekly basis. Planned activities will take place depending on their individual needs e.g. creating a self-esteem book. Children are identified through inclusion meetings, Time to Talk and information shared with the DSL.