

Cavendish Church of England Primary School



Mental Health and Wellbeing Policy

Signed: On behalf of Governing Body	
Signed: Headteacher	
Date:	November 2019
Date to be Reviewed:	November 2022

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.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

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

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.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. It should be read in conjunction with the School Health & Safety Policy. 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 policy where a pupil has an identified special educational need.

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

Lead Members of Staff

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

- C Wass- Designated Safeguarding Lead
- A Lewis – Alternate Designated Safeguarding Lead

N Fenn – Safeguarding Alternate
E Ling - Mental Health and Emotional Wellbeing Staff Member
R Byford - Lead First Aider
C Wass - CPD Lead
C Wass - Head of PSHE
E Clarke – Staff Lead for Wellbeing Children’s Council

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 Child Protection Office staff or the 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.

Advice will be sought through Suffolk’s Emotional Wellbeing Hub and Gateway. Direct referrals can also be accessed through the Gateway:

[Gateway.mayden.co.uk/referral-v2/2703a180-2ff7-4779-866b-6de81ecd8b1b](https://gateway.mayden.co.uk/referral-v2/2703a180-2ff7-4779-866b-6de81ecd8b1b)

Where a referral to a wellbeing service is appropriate, this will be led and managed by the Headteacher, Mental Health Lead. Guidance about referring to Suffolk Children & Young People’s Emotion Wellbeing Hub is provided in Appendix A.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should 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

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 being taught 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 Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Additionally we provide support for Mental Health and Wellbeing in our curriculum PSHE, Tai Chi, Art.

Forest School plays a vital role in nurturing the Wellbeing of an individual developing a sense of personal awareness, achievement and emotional reflection.

Daily Collective Worship provides opportunities for spiritual reflection.

Through intervention groups:

- After school and before school club – promote link of physical health to mental wellbeing
- Clubs always offer quiet reflection, wellbeing/craft opportunities.
- Suffolk wellbeing group, School Feelings Group

We work in collaboration with OneLife Suffolk:

- Whole school teaching actions and interventions
- Promote at school fetes and fairs
- Staff CPD
- Family events
- Signposting

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix B.

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

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> (accessed 02.02.2018)

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 C Wass, our Mental Health and Emotional Wellbeing Lead or E Ling, our Mental Health and Emotional Wellbeing Staff Member.

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

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?' For more information about how to handle mental health disclosures sensitively see Appendix D.

All disclosures should be recorded in writing and held on the pupil's confidential file. 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 mental health lead, Headteacher, who will provide and store the record appropriately and offer support and advice about next steps.

See Appendix A for guidance about making a referral to Suffolk Emotional Wellbeing Gateway & Mental Health 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, C Wass, 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. Children at Cavendish School nominate a named adult each year, and this should be offered as the first point of contact.

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, C Wass, must be informed immediately.

Working with Parents and Carers

Where it is deemed appropriate to inform parents and carers, we need to be sensitive in our approach. Before disclosing to parents and carers 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?
- 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 should be accepting of this (within reason) and give the parent time to reflect. It is an expectation normally that all visitors to the school will uphold the school's ethos and vision as outlined in the Visits Policy.

We should always highlight further sources of information and give leaflets to take away where possible. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents and Carers

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
- Ensure that all parents are aware of who to talk to, and how to get 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
- Share ideas about how parents can support positive mental health in their children through regular information sharing
- 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

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

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.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.²

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 C Wass, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in October 2022.

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 C Wass our mental health lead via phone, 01787 280279, or email admin@cavendish.suffolk.sch.uk.

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

² www.minded.org.uk [accessed 02/02/18].

APPENDIX A

Guidance above referring to the Children & Young People's Emotional Wellbeing Hub

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Nh2oJw7Qq4l>

APPENDIX B

[Children & Young People's Emotional Wellbeing Hub] Emotional Wellbeing Gateway –
Mental Health Services and Support

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1>

APPENDIX C

Cavendish Church of England Primary School

Early Help Offer 2019/2020

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

Accessing Early Help Support at Cavendish C of E Primary School

At Cavendish C of E Primary School we are fully committed to developing the whole child. This means that in addition to ensuring academic and sporting progress, we support the development of a child's responses to the world around them and their interaction with others. In addition to a robust teaching curriculum of PSHE, within school each child chooses a named adult with whom they would feel most comfortable discussing any issues or concerns. Children's feedback including views on emotional health and well-being are sought termly.

The whole child approach includes all aspects of a child's life including social, emotional and mental health issues; physical needs; health; home life; friendships; attachment and nurture. Opportunities for spiritual development are offered through experiencing life through the Christian values of our school. In addition to Collective Worship, children are given opportunities for reflection and a variety of quiet spaces are created in the school grounds. We operate an "open door" policy where families and carers are encouraged to come and discuss any concerns about their child. We support Maslow's hierarchy of needs which ensures children's basic needs and a sense of safety and security are in place before children are able to access learning and develop further.

What we mean by Early Help

Early help is about stopping problems escalating. By identifying emerging problems, sharing information with other professionals and targeting assessed need, positive outcomes for children, young people and their families are increased. It relies on accurate early identification of difficulties and early action which is targeted and evaluated. It can involve intensive intervention or lighter touch support and is usually based on a clear support plan, with identified actions, responsibilities and outcomes, which is then reviewed.

Early help is a form of targeted activity, with a specific action or actions being put in place to address a defined issue or combination of issues. Effective early help relies upon us all working together, providing local support as soon as a problem arises at any point in a child's life, from early years through to the teenage years and into early adulthood.

Providing early help is more effective in promoting the welfare of children than reacting later.

Support may include:

- time with your child's named adult, class teacher or SENDCO
- a targeted support programme for use at home / school following a meeting with your child's teacher
- before and after school clubs
- support with social interaction and friendship groups
- wellbeing support including access to Forest Schools
- support for language and development
- access to additional support focus groups with trained SENDCOs
- access to school nursing team
- access to One Life Suffolk health and wellbeing support
- signposting to parenting support through Suffolk's Emotional Wellbeing Gateway website *
- bereavement support
- support for children in receipt of Free School Meals regarding residential visits, school visits and ensuring inclusion of access to the curriculum
- support from the Education Welfare Officer
- signposting to single support services
- signposting to young carers
- signposting to mediation & therapy
- support from County Inclusive Support Services (CISS)
- referral to multi-agency support networks via CAF (common assessment framework)

A CAF may be useful if your child is experiencing a range of difficulties; these might be around their emotional wellbeing or around their behaviour in the home or the local community. Most often it is when there is a combination of difficulties. Usually, if the only difficulty you and your child are experiencing is around your child's behaviour at school, a CAF is not appropriate.

If you or your child are experiencing any difficulties, concerns, anxieties or family concerns, we would encourage you to be pro-active and make an appointment with your child's class teacher to discuss ways in which we can support your child together.

[suffolk.gov.uk/children-families-and-learning/suffolk-children-and-young-peoples-emotional-wellbeing-hub](https://www.suffolk.gov.uk/children-families-and-learning/suffolk-children-and-young-peoples-emotional-wellbeing-hub) Telephone: 0345 600 2090, Monday to Friday, 8.00am to 7.30pm

APPENDIX D - Handling Mental Health Disclosures Sensitive

The advice below is from students themselves, in their own words, together with some additional ideas to help you in initial conversations with students when they disclose mental health concerns. This advice should be considered alongside relevant school policies on pastoral care and child protection and discussed with relevant colleagues as appropriate.

Focus on listening

“She listened, and I mean REALLY listened. She didn’t interrupt me or ask me to explain myself or anything, she just let me talk and talk and talk. I had been unsure about talking to anyone but I knew quite quickly that I’d chosen the right person to talk to and that it would be a turning point.”

If a pupil has come to you, it’s because they trust you and feel a need to share their difficulties with someone. Let them talk. Ask occasional open questions if you need to in order to encourage them to keep exploring their feelings and opening up to you. Just letting them pour out what they’re thinking will make a huge difference and marks a huge first step in recovery. Up until now they may not have admitted even to themselves that there is a problem.

Don’t talk too much

“Sometimes it’s hard to explain what’s going on in my head – it doesn’t make a lot of sense and I’ve kind of gotten used to keeping myself to myself. But just ‘cos I’m struggling to find the right words doesn’t mean you should help me. Just keep quiet. I’ll get there in the end.”

The pupil should be talking at least three quarters of the time. If that’s not the case then you need to redress the balance. You are here to listen, not to talk. Sometimes the conversation may lapse into silence. Try not to give in to the urge to fill the gap, but rather wait until the student does so. This can often lead to them exploring their feelings more deeply. Of course, you should interject occasionally, perhaps with questions to the student to explore certain topics they’ve touched on more deeply, or to show that you understand and are supportive. Don’t feel an urge to over-analyse the situation or try to offer answers. This all comes later. For now your role is simply one of supportive listener. So make sure you’re listening!

Don’t pretend to understand

“I think that all teachers got taught on some course somewhere to say ‘I understand how that must feel’ the moment you open up. YOU DON’T – don’t even pretend to, it’s not helpful, it’s insulting.”

The concept of a mental health difficulty such as an eating disorder or obsessive compulsive disorder (OC) can seem completely alien if you’ve never experienced their difficulties first hand. You may find yourself wondering why on earth someone would do these things to themselves, but don’t explore those feelings with the sufferer. Instead listen hard to what they’re saying and encourage them to talk and you’ll slowly start to understand what steps they might be ready to take in order to start making some changes.

Don’t be afraid to make eye contact

“She was so disgusted by what I told her that she couldn’t bear to look at me”.

It's important to try to maintain a natural level of eye contact (even if you have to think very hard about doing so and it doesn't feel natural to you at all). If you make too much eye contact, the pupil may interpret this as you staring at them. They may think that you are horrified about what they are saying or think they are a 'freak'.

On the other hand, if you don't make eye contact at all then a pupil may interpret this as you are being disgusted by them – to the extent that you can't bring yourself to look at them. Making an effort to maintain natural eye contact will convey a very positive message to the student.

Offer Support

"I was worried how she'd react, but my Mum just listened then said 'How can I support you?' – no-one had asked me that before and it made me realise that she cared. Between us we thought of some really practical things she could do to help me stop self-harming"

Never leave this kind of conversation without agreeing next steps. These will be informed by your conversations with appropriate colleagues and the schools' policies on such issues. Whatever happens, you should have some form of next steps to carry out after the conversation because this will help the pupil to realise that you're working with them to move things forward.

Acknowledge how hard it is to discuss these issues

"Talking about my bingeing for the first time was the hardest thing I ever did. When I was done talking, my teachers looked me in the eye and said 'That must have been really tough' – he was right, it was, but it meant so much that he realised what a big deal it was for me."

It can take a young person weeks or even months to admit they have a problem to themselves, let alone share that with anyone else. If a student chooses to confide in you, you should feel proud and privileged that they have such a high level of trust in you. Acknowledging both how brave they have been, and how glad you are they chose to speak to you, conveys positive messages of support to the pupil.

Don't assume that an apparently negative response is actually a negative response

"The anorexic voice in my head was telling me to push help away so I was saying no. But there was a tiny part of me that wanted to get better. I just couldn't say it out loud or else I'd have to punish myself."

Despite the fact that a pupil has confided in you, and may even have expressed a desire to get on top of their illness, that doesn't mean they'll readily accept help. The illness may ensure they resist any form of help for as long as they possibly can. Don't be offended or upset if your offers of help are met with anger, indifference or insolence, it's the illness talking, not the student.

Never break your promises

"Whatever you say you'll do you have to do or else the trust we've built in you will be smashed to smithereens. And never lie. Just be honest. If you're going to tell someone just be upfront about it, we can handle that, what we can't handle is having our trust broken."

Above all else, a young person wants to know they can trust you. That means if they want you to keep their issues confidential and you can't then you must be honest. Explain that, whilst you can't keep it a secret, you can ensure that it is handled within the school's policy of confidentiality and that only those who need to know about it in order to help will know about the situation. You can also be honest about the fact you don't have all the answers or aren't exactly sure what will happen next. Consider yourself the student's ally rather than their saviour and think about which next steps you can take together, always ensuring you follow relevant policies and consult appropriate colleagues.