



ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Policy version Control Mental Health and Wellbeing January 2022 review date January 2024

Version no	Amendments	Approval date
1	New policy	March 2019 Bdr Satorst
2	General update	Jan 2022 BDR BENJAMIN ROACH

Safeguarding Statement

St. Paul with St. Luke School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

Vision Statement

Jesus said: 'Love one another as I have loved you'. John 15:12

As we are loved, so we shall love.

We nurture all in our welcoming community.

We go above and beyond to help each other to flourish.

Our Guiding Values

There are six values which help us to interpret our vision and it is our responsibility to model our vision and values in all that we do:

1. Spiritual and reflective
2. Caring and respectful
3. Life-long learning
4. Taking responsibility
5. Working together
6. Celebrating individuality

Policy Intent Statement

At St. Paul with St. Luke school, we are committed to promoting positive mental health and emotional wellbeing to all children, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our school's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies (see Further reading)

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and children.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to children with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst children and raise awareness of resilience building techniques.
- Instil a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

Designated Safeguarding Leads/ Mental Health leads(Nicola Horton/Lauren Sharpe/Bremila Thavarajah)
Deputy Designated Safeguarding lead/SENCO (Bremilla Thavarajah)
Almira Cufac (School counsellor)
Learning mentor (Meena Khanom)
PSHE lead (Fahima Begum)

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the DSL. If there is a concern that the child is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Teaching About Mental Health

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum Jigsaw. Additionally, we will use such lessons to provide children who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges.

We further promote positive mental, emotional, social and physical wellbeing through the following subjects:

- RE
- PE
- Golden Time/enrichment time
- Special weeks and days – Anti-bullying, Healthy Living, Mental Health, Safer Internet day, autism awareness
- Playground zones in KS2
- Daily Mile
- Breakfast Club
- After school and lunchtime clubs

The learning environment

The learning environment contributes to every pupils' academic development as well as their spiritual, moral and social growth.

Teachers should ensure they have a welcoming and stimulating environment which supports the children's learning and celebrates their academic and non-academic achievements

Every classroom must have a Zones of Regulation display where children can self-assess which zone they are in in order to alert the staff team how they are feeling

Every classroom must have a quiet area for prayer and reflection.

Every classroom must have a worry box readily available for children to use.

Assessment

Two important elements enabling the school to identify mental health issues are the effective use of data (pupils' patterns of attendance, academic achievement) and an effective pastoral system whereby staff know pupils well and can identify unusual behaviour.

Teachers meet at least termly with their line manager to discuss every child's progress and achievements. During this time staff will highlight any concerns or needs that have arisen.

The SENDCo leads weekly teaching assistant meetings and gives support to TAs and teachers to make effective provision for pupils with social, emotional, behaviour difficulties.

Six times per year, the Early Years team meets to discuss any concerns regarding Personal, Social or Emotional development are discussed.

When concerns are raised to the DSLs, observations monitoring or referral may be made, as deemed appropriate. The teacher makes an annual assessment for each child, as part of the child's annual report to parents. We pass

this information on to the next class teacher at the end of each year.

Warning Signs

Staff may become aware of warning signs which indicate a child 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 alert the designated child protection lead/ named persons.

Possible warning signs, which all staff should be aware of 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
Avoiding 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
Concerns regarding Covid-19

Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness, those living in households experiencing domestic violence, and those with a parent who has been, or is, in prison.

We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems; this may be in the form of a nurture support in the form of small group work (e.g. gardening, cooking, games) with our learning mentor; or on an individual basis with 1:1 counselling from our school counsellor.
- Working with Children's Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing an Individual Care Plan
- Providing a range of interventions
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- Any support offered will take account of school policies regarding confidentiality

Individual Care Plans

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

This plan should include:

- Details of the child's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (e.g. during lessons) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures will be recorded confidentially on CPOMs.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child if appropriate. It is important to also safeguard staff emotional wellbeing and where appropriate DSLs and the Deputy DSL will work together to relieve the burden of concerns and also ensure continuity of care should staff absence occur. This also provides opportunities for ideas and support.

Parents would be informed if concerns are raised about a child's mental health. If a child gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Whole school approach working with parents/carers

We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and process the situation.

Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree are added to CPOM's and an Individual Care Plan created if appropriate.

Supporting Parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. (E.g. *50 things to do before you are 5 initiative*)
- This will include support to participate in any parenting sessions

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 students.

Supporting Peers

When a child is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the child 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 needs help

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

Supporting Staff Mental Health

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, work load pressure, poor working conditions. To every extent possible, we aim to recognise and address cases of workplace pressures that contribute to mental health issues.

We aim to:

- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.
- Create pleasant workplaces
- Encourage communication

We promote the health and welfare of staff through ensuring:

- A staff room is available where staff can relax and no work is carried out.
- A PPA room is provided for work outside of the classroom.
- Teachers can take their PPA at home
- Staff are involved in drawing up school development plans
- Whole staff meetings are held weekly and staff are able to air their views and feel supported.
- A number of events are held each year where staff can get to know one another and relax in a social setting
- Tea and coffee freely available
- Access to Occupational Health
- Mental health and wellbeing discussion as part of the appraisal meeting and reviews.
- Developing a culture that is open and supportive of people experiencing stress
- Return to work informal meetings with head teacher
- Supervision and coaching
- Encouraging staff to take responsibility for their own health and wellbeing
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues
- Access to Education Support and Counselling Services
- Time away from class to write reports
- Additional time out of class during assessment periods
- Excellent professional development support and opportunities
- Staff breakfasts at least twice yearly
- Regular treats in the staffroom

- High staff to pupil ratio
- Well organised school office

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safe guarding/child protection training to enable them to keep pupils safe.

Further Reading and Useful Links

Policies

Protocol

Behaviour

RHE

PSHE

Anti-bullying

Safeguarding and Child Protection

Equalities

Confidentiality

SEND

Attendance

Documents

HM Government (2011), No Health Without Mental Health, Department of Health
DfE, Mental Health and Wellbeing Provision in Schools (October 2018)

Websites

Young Minds: http://www.youngminds.org.uk/for_parents

b-eat: <http://www.b-eat.co.uk/>

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Stem4: <http://www.stem4.org.uk/>

Royal College of Psychiatrists: <http://www.rcpsych.ac.uk/expertadvice/youthinfo/parentscarers.aspx>

Policy Review

This policy will be reviewed every two years as a minimum.

