

Emotional Health and Mental Wellbeing Policy

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)

At our school, we aim to promote positive mental health for every pupil, member of staff and parents and carers. We pursue this aim using universal whole school approaches and selected and targeted approaches for the more vulnerable. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Throughout school all of our staff and children promote the **Mission Statement**,

‘Together We Can Achieve’

and **Broadfield Values**

Belief
Respect
Our Community
Aspirations
Diversity
Friendship
Inclusion
Equality
Learning
Determination

By doing so we aim to foster a community of confident, responsible and caring members.

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 medical policy in cases where a pupil’s mental health overlaps with or is linked to a medical issue, and the SEND policy where a pupil has an identified Special Educational Need.

Aims:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warnings of mental health
- Provide information for pupils and families about how to promote positive mental health
- Provide support to pupils and their families when a pupil is suffering mental ill health
- Provide support to pupils and their families when a member of the family is suffering from mental ill health.
- Provide support to staff working with pupils and their families with mental health issues
- Provide support and compassion to staff experiencing mental ill health

The Oldham Whole School and College Emotional Health and Mental Wellbeing Framework is a main driver for the provision for our school community.

The framework sets out key actions within eight principles:

1. Management and leadership
2. The school ethos and environment
3. Curriculum, teaching and learning
4. Student voice
5. Staff development, health and wellbeing
6. Identifying need and monitoring impact
7. Working with parents and carers
8. Coordinated support

“If the eight principles are consistently and comprehensively applied across the whole school setting they can positively impact on:

- *The cognitive development of children, their learning, motivation, and sense of commitment and connectedness with learning and with school.*
- *Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.*
- *Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.*
- *Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.*
- *The prevention and reduction of mental ill health such as depression, anxiety and stress.*
- *Improving school behaviour, including reductions in low-level disruption, incidents, fights, bullying, exclusions and absence.*
- *Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime, early sexual experience, alcohol and drug use.”*

(Supporting young minds through tough times)

Graduated response

School will respond to support in mental health using a graduated response, as advocated in the Oldham Framework:

Stage 1: **Universal Support**. This is what school offers all children to promote positive mental health. Support is embedded in all classrooms and is part of the whole school approach. E.g. daily mile, awards assembly, kindness box, extra-curricular activities etc.

Stage 2: **Selected support**. This is where we put specific interventions into place. These are delivered in school, sometimes in consultation with other agencies. E.g. social groups, pastoral support, Place2Talk, Forest Schools, Lego Therapy etc.

Stage 3: **Targeted support**. This is where specific interventions are delivered in school by external agencies. School remain involved. E.g. MIND charity, Healthy Young Minds, Place2Be, Early Help etc.

Children may move around within the different stages depending on their ongoing needs.

(Appendix 1 / School website)

School will embed the Assess-Plan-Do Review process to ensure that high quality work is monitored and evaluated.

Lead members of staff

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

Designated Safeguarding Lead – Patricia Stennett (HT)
Deputy Designated Safeguarding Lead / SENCO – Carol Walker (DHT)
Lead Mental Health Advocates – Patricia Stennett / Carol Walker
Pastoral Support – Elaine Jolley / Colin Cameron
PSHE Coordinator – Suzanne Despard
EYFS parental engagement support – Michelle Thompson
Place2Be – Haley Welby
Staff Support – Elaine Jolley
Emotional Health and Mental Wellbeing Governor – Gina Andrewes

Signposting

We will ensure that pupils, staff and parents/carers are aware of sources of support available within the school and the local community. This will be delivered via assemblies, the curriculum, newsletters, the school website, parent events and meetings.

Warning signs

School staff may become aware of warning signs which indicate a student 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 our lead mental health advocate.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating habits
- Changes in sleeping habits
- Increased isolation from friends and family, becoming socially withdrawn
- Changes in activity and mood
- 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 asking to get changed privately
- An increase in lateness or absenteeism
- Repeated physical pain or nausea with no evident cause

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 Safeguarding Lead or Deputy. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the Headteacher and contacting the emergency services if necessary. Where a referral to Healthy Young minds (previously known as CAMHS) is appropriate, this will be led and managed by the Headteacher or SENCO as appropriate.

Pastoral Support Plans

A pastoral support plan will be drawn up for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This will include:

- Details of 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

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.

In this situation, 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 student's emotional and physical safety rather than exploring 'Why?'

All disclosures should be recorded on CPOMs

This information should be shared with the Designated Safeguarding Lead or Deputy who will offer support and advice about next steps.

Confidentiality

We need to be honest with pupil's who make a disclosure about themselves or a friend. If we feel it is necessary to pass on the concerns, we should tell them:

- Who we are going to talk to (parents/carers, other staff, health care professionals etc.)
- What we are going to tell them
- Why we need to tell them

Parents/carers will be informed unless there is reason to believe that there is an underlying child protection issue, in which case the Designated Safeguarding Lead or Deputy will be informed immediately.

Staff will share disclosures with a colleague, usually the mental health lead, as this helps to safeguard their own emotional wellbeing in that they are no longer solely responsible for the pupil, it ensures continuity of care in absence and it provides an extra source of ideas and support.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are taught across our curriculum, but particularly in PHSE. SMSC (Spiritual, Moral, Social, Cultural) provision is mapped across the curriculum and includes specific teaching in relation to cyber bullying, online safety, extremism and 'Prevent'.

Staff use a variety of methods and opportunities to promote emotional health and mental wellbeing alongside the curriculum. These compliment the whole school approach and ethos of the school, and include:

- Class Charters
- Identity project
- Rewards systems
- A culture of challenge
- Circle time
- School Council
- Peer support

Working with parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

It can be shocking and upsetting for parents to learn of their child's issues and 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.

We will highlight the support available in school and from other services. Next steps will be agreed and a brief record of the meeting will be made on CPOMs.

In general, we will support parents to support their children by:

- Highlighting sources of information and support about mental health issues
- Ensuring all parents are aware of who to talk to if they have a concern
- Making this policy easily accessible to parents
- Keeping parents informed about the related work being carried out in school

The views of pupils, staff and parents have been gathered when developing provision in line with the **Five Ways to Wellbeing**:

Connect -- Be active -- Take notice -- Keep learning -- Give

Community voice will continue to inform action planning and development of ongoing provision.

Staff Wellbeing

A key component of delivering the Universal offer is staff wellbeing; ensuring that staff are well-supported and able to deliver quality provision for emotional health and mental wellbeing to all pupils. Therefore, as a school, we are committed to promoting positive mental, physical and emotional wellbeing and will provide appropriate support for all members of staff.

We encourage staff, as individuals, to accept responsibility for their own mental, physical and emotional wellbeing and promote an open culture in which emotional health and mental wellbeing are taken seriously and in which staff are supported in order to seek help as they need it.

We promote a culture of sympathetic alertness, being mindful of any changes in staff behaviour, performance or signs of stress. We aim to foster a culture of open conversations about feelings and mental wellbeing without fear of stigma.

The Absence and Return to Work policies and procedures aim to support staff with emotional health and mental wellbeing issues.

We will ensure that policies are assessed for their workload and work/ life balance impact to promote positive mental health.

In order to promote a good work/life balance we will consult with staff on a regular basis.

We will be understanding of the different needs of staff, at different points and events in their lives and offer support accordingly, if and when required. This may include support for pregnant women, women experiencing the menopause, staff with caring responsibilities and those experiencing loss, bereavement or change of life circumstances. (Special leave Policy)

All staff have the opportunity to respond to anonymous surveys to monitor staff wellbeing on a regular basis.

Wellbeing support is provided to staff as follows:

- Access to an Employee assistance program
- Occupational Health
- Health checks
- Place2Think (Counselling)
- Staff 'shout out' board
- Encouragement to participate in healthy workplace activities
- Staff support (E Jolley)

(Appendix 1)

Training

Staff will receive face to face and online training about recognising and responding to mental health issues and associated topics. We will also provide time for self-led learning, for example through MindEd, for staff who wish to learn more about mental health.

School will make links with suitable associations and charities who can support with training and provision in school e.g. MIND charity.

Training opportunities for staff will be considered as part of the school CPD and performance Management processes.

C Walker

January 2020

Review Date: January 2023