Mill Lodge Primary School
Mental Health and Wellbeing Policy

Policy Statement:
At Mill Lodge, it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy individuals, enabling each child to grow in confidence and be able to fully participate in everything that goes on in school and the wider community with confidence.

It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their mental well-being in adulthood. The Department for Education recognises that, in order to help children succeed, schools have a role to play in supporting them to be resilient and mentally healthy. The World Health Organisation defines well-being as:

"A state of mind in which an individual is able to realise 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 2014)

We believe that well-being is made up of two key elements:

- Feeling good – experiencing positive emotions like happiness, contentment and enjoyment, including feelings like curiosity, engagement and safety.
- Functioning well – how a person is able to function in the world, this includes positive relationships and social connection, as well as feeling in control of your life and having a sense of purpose.

At Mill Lodge, we are committed to promoting positive mental health and emotional wellbeing to all children, their families and members of staff and governors. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

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 children affected directly, and indirectly by mental ill health.

Scope:
This policy is a guide to all staff, including non-teaching staff and governors, outlining Mill Lodge Primary School's approach to promoting mental health and emotional wellbeing.

This policy should be read in conjunction with our First Aid policy in cases where a student's mental health overlaps or is linked to a medical issue and the SEND policy where a student has an identified Special Educational Need or Disability.

Policy Aims:

- Everyone has the right to be healthy and to be safe. We have rights in school that the children voted to uphold



- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key Staff Members:

All staff have a responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Joanne Cooling – Designated Safeguarding Lead (DSL)
- Kate Pope and Annette Jones – Deputy Designated Safeguarding Leads (DSL)
- Emily Ryan – SENDCO
- Kate Pope – Mental Health Lead
- Anneka Duffield - First Aid Lead
- Annette Jones – Pastoral
- Joanne Cooling – PHSE Subject Lead
- Sarah Bragg – Governor for Mental Health
- Mental Health First Aid Champion

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the SENCO or Mental Health Lead.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If a child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Where a referral to SOLAR, Forward Thinking or the SEMH is appropriate, this will be led and managed by the SENCO.

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 Forward Thinking, SOLAR 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. The plan will 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 can play in relation to staff development and implementing support linked to policy and practice.

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 developmental PHSE curriculum 'Jigsaw'. Additional lessons may be planned and taught where necessary. All teaching and learning, promotes resilience, giving the children the skills, they need when faced with a challenge. Children are encouraged to develop a

growth mindset, believing that they can stretch their brains to learn and that if they can't do something, they 'Can't do it YET'.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and emotional wellbeing

Incorporating this into our curriculum at all stages is a good opportunity to promote children's wellbeing through the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people. Additionally, we will use such lessons as a vehicle for providing 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.

Sources of Support at school and in the local community:

School Based Support: Pupil Wellbeing Interventions

Pastoral worker:

- Lunchtime club – for children with specific sensory or individual needs who find the volume of noise in the hall too loud
- 1:1 sessions with identified individuals or groups in school
- Open policy for children that need to talk

Multi-Agency Approach:

- SEMH Team: Deliver 1:1 specific intervention with identified children in school.
- SEND Individual Plans, offer strategies and support for the pupil and adults working with them.
- Engagement with SOLAR, Forward Thinking and Ed Psych Service

Whole School Approach:

- 'Jigsaw' scheme of work used to deliver PHSE
- Growth Mindset
- Mindfulness
- School Rights based on UNICEF Children's Rights
- Pupil Voice: School Council, Eco-Council, EHCP pupil views and LAC pupil views
- Parents Meeting to share information on 'Mental Health and Wellbeing'. Information from the evening posted on the website.
- Pinterest Page with links to Mental Health resources.
- Post on the school Facebook Page where appropriate across the year to support families in the local community.
- Weekly 'Headteachers Award' during celebration assembly. Children also have the opportunity to share their own achievements from activities or events outside of school.
- Clear and consistent approach for behaviour in school, with an emphasis on praise. Children have the opportunity to move to 'silver' and 'gold' for good choices. They also have the opportunity to change any challenging behaviour over the course of a day.
- TAF Meetings are arranged and carried out on an individual basis when the need arises.
- Staff training on the key things to look out for regarding Mental Health and Wellbeing.
- Break cards are used for individual pupils who, at times, need the opportunity to leave the classroom to have some time to calm down or refocus.
- An area on the website for parents to access sign posting support and agencies nationally or locally that can offer support.

Identified children will receive bespoke intervention packages delivered by trained staff. Virtual School Heads in the LA will be made aware of information about all looked after children's physical, emotional or mental health that may have an impact on his or her learning and educational progress. This will be indicated in their Personal Education Plan (PEP) and the school policy will be shared with the Virtual School Head.

Staff Identification:
It is recognised at Mill Lodge, that promoting staff health and emotional well-being should be an integral of the whole school approach to mental health and well-being. Therefore, training and signposting to materials about mental health and well-being will be made available to all staff. An open-door policy to senior leadership is always available to staff if they need to speak to someone about any issues of concern. Staff have access to the Employee Assistance Scheme, where they can access support or talk to someone impartial and not linked to work or family.

To use the confidential service employees can contact: the Freephone number 0800 030 5182, the email facility on their website or via the instant web chat facility via the website: www.healthassuredeap.co.uk using the login details:

Username: **Solihull**

Password: **MBC**

School Based Support: Staff Wellbeing Support and Interventions

- We have an 'open door' policy and an ethos that 'It is ok not to be ok'. If people need to talk, the SLT or pastoral worker are always available. Time can be made for staff if they need it.
- We have a nice staff room environment where staff can spend downtime. Birthdays are displayed so people can pass on best wishes to each other.
- People are given time to attend child/children's events e.g. Sports Day, special assemblies, Christmas Play
- Social events are planned and all staff are invited to take part. E.g. Christmas gathering, end of term buffet lunch, Secret Santa etc.
- SLT support wellbeing for staff – breakfast after parents evening, drinks and snacks during parents evening, covering a class if needed
- Staff can take PPA at home
- Staff are consulted about decisions made in school. E.g. Inset days at the end of term
- Staff meetings are planned in advance and stick to timings
- Employee Assistance Scheme, offers access to support and advice outside of the school environment. All staff are made aware of this through briefings across the year. Details are also displayed in the staff room.
- 'Shout Out Board' in school. People can praise other members of staff for something that they have done that is really good or to celebrate success or achievements.

Local Support:
In Solihull and Birmingham, there are a range of organisations and groups offering support, including the **SOLAR and Forward Thinking**. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

https://www.forwardthinkingbirmingham.org.uk/

https://www.bsmhft.nhs.uk/our-services/solar-youth-services/

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 and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services.

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 (noticeboards, toilets etc.) and through our communication channels (newsletters, Facebook and Website), we will share and display relevant information about local and national support services and events. **See Appendix 2 with list of websites and services.**

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 (mental health first aider).

Possible warning signs which all staff should be aware of include:
- Physical signs of harm that appear non-accidental
- Changes in eating and sleeping habits
- Increased isolation from friends or family
- Changes in activity or mood
- Lowering in academic achievement
- Talking or joking about harm
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing
- Secretive behaviour
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause

Managing Disclosures:
A child may choose to disclose concerns about themselves or a friend to any member of staff or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a child chooses to disclose concerns about themselves, or a friends, to any member of staff, the response will be calm, supportive and non-judgemental. Staff should listen, rather than advise and first thoughts should be of the child's emotional and physical safety rather than exploring 'Why?'. All disclosures should be recorded on a Disclosure/Concern Form This will need to be handed to a DSL.

The 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 SENDCO who will store the record safely and offer support and advice about the next steps.

Confidentiality:
We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on then we should discuss this with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them.

It is important to safeguard staff emotional wellbeing. By sharing disclosures with an appropriate colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. Parents must be informed.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, and normal child protection procedures should be followed.

Working with Parents:
Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, 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? School is the best choice if this works for all parties.
- Who should be present? Consider parents, the child, other members of staff.
- What are the aims of the meeting?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways, which we will be prepared for. Time will be given for parents to reflect and come to terms with the situation. Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Working with all Parents:
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 through our communication channels (website, newsletters)
- Share ideas about how parents can support positive mental health in their children through information meetings.
- Keep parents informed about the mental health topics their children are learning about in PHSE and share ideas for extending this learning at home.
- Ensure that all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses.

Supporting Peers:
When a student 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 student 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 (e.g. signs of relapse)

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 students safe. A nominated member of staff will receive professional Mental First Aid training or equivalent.

Training opportunities for staff who require more in depth knowledge will be considered as part of our appraisal cycle and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with children. Where the need to do so becomes evident, we will host 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 Jo Cooling, who can also highlight sources of relevant training and support.

Policy Review:

This policy will be reviewed every two years as a minimum. The next review date is January 2022

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Kate Pope.

Any changes will be implemented immediately.

Signed..... Chair

Signed..... Head teacher

Appendix 1

Disclosure/Concerns Form

Child Welfare Concern and Child Protection Concern/Disclosure Form

Name of Child:	**DOB of child:**	
Year Group:	**Class/tutor group:**	
Name and role of person making this record:		
Date: 14.03.19	**Time:**	**Location:**
Nature of incident/concerns/disclosure: (Include any relevant background and any injuries/marks. These should also be recorded on the body map. Also include child's exact words)		
What the child said in their own words (wishes and feelings):		
Observations made / Professional opinions: Please make distinction between fact and opinion (observations of demeanour during disclosure and/ or general appearance)		
Action taken by person making this record (e.g refer to DSL (JC)) **Signature:** **Date:**		

Child Welfare Concern and Child Protection Concern/Disclosure Form

Information Reviewed by DMS and actions taken: (including rationale for decisions made):

Action taken	Date/ Time/ Whom?	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate		
Check behaviour / SEN / attendance (leads) for any relevant information		
Contact parents (Telephone call /Meeting)		
Refer to Multi-Agency Safeguarding Hub (MASH) Children's Social Care.		
Other (please specify e.g sibling check)		

Final Outcome:

Appendix 2

Mental Health and Well-Being

At Mill Lodge, we are committed to promoting positive mental health and emotional wellbeing to all children, their families and members of staff and governors. Here are some links to resources that you might find helpful at home.

Mental Health:

https://www.annafreud.org/on-my-mind/self-care/

https://youngminds.org.uk/

https://www.minded.org.uk/

https://www.nspcc.org.uk/

https://www.childline.org.uk/

https://www.nhs.uk/oneyou/every-mind-matters/

https://www.samaritans.org/

https://giveusashout.org/

Local Mental Health Support:

https://www.forwardthinkingbirmingham.org.uk

https://www.bsmhft.nhs.uk/our-services/solar-youth-services/

Bereavement Services:

https://www.winstonswish.org/coronavirus/

https://www.childbereavementuk.org/supporting-bereaved-children-and-young-people