

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Mental Health and Wellbeing Policy



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: November 2024
Chair of Governors Signature:	Date: November 2024
Date for renewal: November 2027	

Our School's Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

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 Organization)

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.

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. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Supporting Children with Medical Needs 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:

- Gareth Dee - Designated Safeguarding Officer
- Rachael Kirk - Mental Health and Emotional Wellbeing Lead
- Sarah Tilley - Lead First Aider
- Liz Harrison - Pastoral Lead
- Gareth Dee - CPD Lead
- Rachael Gelderd - PSHE Lead

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 Designated Leads (DSL/DDSLs) 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.

Where a referral to CAMHS is appropriate, this will be led and managed by Rachael Kirk, Mental Health Lead. School referrals will be made in conjunction with the Mental Health Lead, headteacher, teacher and parents. For further information on CAMHS and referrals, visit <https://hampshirecamhs.nhs.uk/referral/>

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 we're teaching 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.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

- For how we promote mental health and wellbeing at Hurstbourne Tarrant Church of England Primary School, please see **Appendix 1**.
- What support is available within our school and local community, who it is aimed at and how to access it is outlined in **Appendix 2**.

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
- There are also links to Hampshire CAMHS on our website

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

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)

should communicate their concerns with Gareth Dee, headteacher, or Rachael Kirk, our Mental Health and Emotional Wellbeing Lead.

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
- 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 for the pupil's emotional and physical safety rather than of exploring 'Why?' Staff should:

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep for example: 'I'll stay with you' or everything will be alright now' or 'I'll keep this confidential'.
- Do reassure for example you could say: 'I'm glad you came to me', 'I am sorry you are feeling like this', 'We are going to do something together to get help'.

All disclosures should be recorded on CPOMS using the '*Tell Me. Explain to Me, Describe to Me*' process.

This information should be shared with the mental health lead, Rachael Kirk.

Confidentiality

We should be honest with regards to the issue of confidentiality. If 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 headteacher or/and Mental Health and Emotional Wellbeing Lead (Gareth Dee or Rachael Kirk), 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.

Parents should be informed if there are concerns about their child's 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, Gareth Dee must be informed immediately.

Working with Parents

When 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? At school, at their home or somewhere neutral?
- 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.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming

to terms with the news that you're sharing. 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

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 go 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 our regular information evenings
- 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 Gareth Dee, 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 November 2027.

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 Gareth Dee our mental health lead via phone 01264 736213 or email at headteacher@hbt.hants.sch.uk.

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

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

Appendix 1

How we promote pupils' mental health and wellbeing at Hurstbourne Tarrant Church of England Primary School

- Early assessment, including speech and language, Boxall Profile, Dest Screening.
- Early, intervention for all children.
- Strong relationships between staff and children to ensure the school is a safe and secure place.
- Y6 buddies with YR pupils as role models – Friday afternoon reading.
- Good links with pre-schools and secondary schools to ensure transition is well managed.
- Opportunity and encouragement for all children to share ideas in PSHE, Worship, School Council as well as the wider curriculum.
- Through the Learning Toolbox, children are encouraged to be thinkers about themselves and their learning.
- Development of a positive 'have a go' 'learn by our mistakes' attitude across the curriculum
- P4C sessions which support pupils to see others' point of view.
- Opportunities for everyone to shine and be valued within class, houses, worship and learning.
- Christian ethos and values support and encourage reflection about 'self' the community and the wider world.
- Open door support for families – sharing out of school achievements or within worship.
- Open door access to school SENDCo to raise concerns.
- Annual Home School Agreement which allows parents to understand expectations.
- Relationships between staff and parents to share information.
- Signposting family support on our website and through Arbor communication.
- Hurstbourne Tarrant is a caring community providing opportunity for families to join in social and educational activities as well as worship.
- Links to Educational Psychologist through parent consultations.
- Curriculum evenings – parents' opportunity to share and learn about different aspects of the school's curriculum. For example: new parent information evening, reading and maths workshops.
- Staff member is a trained ELSA.
- 'Time to Talk' box.
- Regular safeguarding training.
- Spirituality development in school to help children become increasingly aware of the concept of 'self' – the unique person, a growing empathy, concern and compassion for 'others', having an awareness of a physical and creative world ('beauty'), giving opportunity to explore experiences 'beyond' the every day.
- All classrooms have a prayer space.
- Circle time.
- Class Charters
- Pupil voice through the school council.
- Extra-curricular clubs.

Appendix 2

Support available for pupils' mental health and wellbeing at Hurstbourne Tarrant Church of England Primary School

Please note that this list is not exhaustive so School would always aim to discuss provision with parents/carers in the first instance. A range of provision over and above curriculum support within School includes:

- Support from the Emotional Literacy Support Assistant (ELSA)

Service families and children other agencies:

- Primary Behaviour Service (PBS) – referral based support
- Early Help Hub (Spring Meadow Children's Centre, Andover) - referral based to support families in a range of ways
- Educational Psychologist
- Speech and Language Team
- School Nursing Team
- CAMHS –Child and Adult Mental Health Service - referral based
- Signposting parents to support workshops run by Andover MIND