

Aldborough Primary School



Mental Health And Well-Being Policy

DATE OF GOVERNOR APPROVAL	Spring 2023
REVIEW FREQUENCY	3 years
REVIEW DUE	Spring 2027
STATUTORY REQUIREMENT	YES
AMENDMENTS	
Date	Summary of Amendment/s
Spring 2023	New Policy based on model policy from the Anna Freud Centre (Senior Mental Health Lead)

Mental Health & Well-Being Policy

1, Why Mental Health and Well-Being is Important

At Aldborough Primary School, we aim to promote positive mental health and well-being and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through 'ups and downs' during their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where

- all pupils are valued
- pupils have a sense of belonging and feel safe

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- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being.

2, Purpose of the Policy

This policy sets out

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and pupils can get advice and support

3, Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing:

... 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.

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

4, Links to other Policies

This policy links to our policies on Safeguarding, Behaviour and Anti-Bullying Policy, Relationships and Sex Education (RSE), Special Educational Needs and Disabilities (SEND) Policy and our Staff Code of Conduct.

Links with the Behaviour and Anti-Bullying Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider ***behaviour to be a message***.

5, A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

6, Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (*Mental Health Lead (HT), Designated Safeguarding Team/ SENCO/ ELSA/ SEMH support team/ Adult First Aiders*):

- leads on and works with other staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available

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- liaises with the PSHE/RSE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services
- leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Our school ELSA
- SEMH support team from AHS
- Safeguarding Team
- Support staff to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- Art Therapy Service
- Just One Norfolk
- CAMHS core meetings to support staff to manage mental health needs of pupils

7, Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health
- Peer/Buddy system (Reception – Yr 6)

Extra-Curricular Support

- Support for vulnerable children, for example: support small group work such as 'Brick Club', IT Club, Social Communication groups
- Transition meetings with parent/carers, pupils and relevant staff
- Transition days available for all staff to be aware of vulnerable children's needs
- Key Adults (SEMH liaison team) might support secondary school visits with vulnerable pupils

Class Activities

- Worry boxes
- Mindfulness and breathing/meditation in class
- Classroom scripts and signposting (RSE)

Whole School

- Wellbeing Focus, established in 2022-23
- Social & Emotional Aspects of Learning (Kapow RSE/PSHE) resources
- Assembly themes

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- Using the reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc. – Aldborough Reading Spine
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Small Group Activities

- Small friendship, social skills groups
- Lunch Club support (IT and Brick Club)
- Sanctuary area (Library) for those children who are finding the classroom overwhelming

Teaching about Mental Health and Emotional Well-being

- Through RSE/PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

EYFS, Key Stage 1 and Key Stage 2 children learn to explore feelings through KAPOW RSE/PSHE topics:

- Family and relationships,
- Health and wellbeing,
- Safety and the changing body,
- Citizenship,
- Economic wellbeing

In addition to the well-being themes of:

Theme 1: Wonderful me

Theme 2: People around me

Theme 3: Meaning and purpose

Theme 4: Resilience

Theme 5: Healthy body, healthy mind

Theme 6: Relaxation

Our approach is to:

- provide a safe environment to enable pupils to express themselves and be listened to
- ensure the welfare and safety of pupils as paramount
- identify appropriate support for pupils based on their needs
- involve parents and carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents and carers updated

8, Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Identify individuals that might need support through observation and discussion
- working with the School Office staff who are often the first point of contact with families seeking support
- induction meetings for pupils / families joining after the Reception year
- analysing behaviour, exclusions, CPOMS, first aid records, attendance monitoring
- using CPOMS to track children identified as having difficulties
- pupil surveys during the school year
- staff report concerns about individual pupils to the HT/DSL/SENCO /ELSA
- worry boxes in each class for pupils to raise concerns which are checked by the class teacher
- weekly staff briefing for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental meetings
- enabling pupils to raise concerns to class teacher and support staff
- enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'

All staff have had training on the protective and risk factors (see Appendix 1) and signs that might mean a pupil is experiencing mental health problems through the AHS cluster and the Safeguarding core package. Any member of staff concerned about a pupil will take this seriously and talk to the HT/ DSL/SENCO/ELSA.

These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's safeguarding procedures are followed. A risk assessment and plan will be made.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with an appropriate person (HT/ DSL/ SENCO/ ELSA) and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded and held on the pupil's confidential file in CPOMS, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the HT/ DSL Team and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

Need	Evidence-based Intervention and Support	Monitoring
The level of need is based on discussions with key members of staff and parents/carers	the kinds of intervention and support provided will be decided in consultation with key members of staff, parents/carers and pupils <i>For example</i>	

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Highest need	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies</p> <p>School Mentor/counsellor from SEMH team -1:1 support</p> <p>Educational Psychologist involvement</p> <p>External agency support that provides 1:1 support and group work (Just One Norfolk)</p> <p>If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.</p>	<p>All pupils needing targeted individualised support will have a support plan drawn up setting out -</p> <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements <p>Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a Strengths and Difficulties Questionnaire</p> <p>Multi-agency meetings and regular reviews and feedback with parents/carers</p>
	Access to in school Nurture Room or Sanctuary Area	Early Help Referral and Children's Services if appropriate
Some need	1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends (SEMH/ELSA)	<p>Discussion, advice and support from SEMH/ELSA</p> <p>An electronic log is kept and there are monthly safeguarding team meetings</p> <p>Weekly staff briefing</p>
Low need	General support e.g. Lunch Club, class teacher/TA, ELSA 'Check-in'	

9, Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs.

We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

School referrals to a specialist service will be made by the Inclusion HT or SENCO following the assessment process and in consultation with the pupil and his/her

parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
SEMH team support	Accessed through the HT
Art Therapy	Accessed through the HT
Educational Psychologist	Accessed through the SENCO
Early Help Referral	Accessed through the HT

10, Involving Parents and Carers

Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- The Aylsham Community Trust organise a range of Mental Health workshops accessing expertise from voluntary services. This includes topics such as Anxiety, Stress Management and Sleep.
- we provide information and signposting to organisations via the school office/ emails on mental health issues and local wellbeing and parenting programmes.
- have an Open Door Policy.
- supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them if this goes beyond ELSA intervention.
- in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Action Plan with the SEMH team
- discuss how the parents and carers can support their child
- keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

11, Involving Pupils

- we seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and suggestion boxes
- we have a representative group of pupils who make up our School Council and who meet on a regular basis.

12, Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3).

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Staff training to raise awareness of Mental Health and emotional well-being topics have been accessed through VNET, The Aylsham Community Trust, The Anna Freud Centre and The Child and Educational Psychology Practice.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.

Staff have access to Norfolk Support Line for Schools Counselling and Advice Service. Contact: 0800 169 7676

Appendix 1

Protective and Risk factors (taken from Mental Health and Behaviour DfE November 2018)

<p>In the child</p>	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
<p>In the family</p>	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Child on child abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • ‘Open door’ policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively

<p>In the community</p>	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Appendix 2

Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

Self-Harm www.selfharm.co.uk

Suicidal thoughts [Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

For general information and support

www.youngminds.org.uk champions young people’s mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning) www.time-to-change.org.uk tackles the stigma

of mental health www.rethink.org challenges attitudes towards mental health