



Linden Primary School

Mental Health and Wellbeing Policy (pupils)

Status

Statutory Recommended X Good Practice X

Our Commitment:
To pupil wellbeing.

This Policy takes into consideration:

The Equality Act 2010
Articles 2 and 23 of the UN Convention on the Rights of the Child

Consultation

Staff, governors, pupils

Links with other policies/documents

- SEND Policy
- Behaviour Policy
- Safeguarding Policy
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Monitoring and Evaluation

Annually Every 3 years X Other _____

Headteacher X Governing Body Other _____

Dates

Original Implementation June 2016 Reviewed June 2022 Next Review June 2025

Mental Health and Wellbeing Policy (Pupils)

Aims

This policy aims to:

- Provide guidance to school staff on the school's approach to promoting positive mental health and wellbeing, across all communities in the school.
- Inform pupils and parents about the support that they can expect from the school, with regards to supporting mental health and wellbeing.
- Promote positive mental health and wellbeing, across the school.

Introduction

At Linden Primary School, we promote positive mental health and wellbeing, for all members of our school community (parents, pupils and staff), and recognise how important it is to our lives, in the same way that physical health is important. We recognise that all children go through ups and downs and that throughout their time with us, they may face significant life events. Our aim, is to support children with any challenges that they may be facing and to signpost parents and carers to the most suitable support, if we are unable to provide it.

The Department for Education (DfE) recognises that: "in order to help their children 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. Our role in school, is to make sure that children and parents/carers, have access to the support that they need and that they are able to manage times of change and stress.

Our aims are to:

- Ensure that all children feel valued and appreciated.
- Promote positive mental health and wellbeing and ensure that this is valued and prioritised as much as physical health.
- Ensure that children feel safe and listened to.
- Create an environment and ethos that creates an awareness around mental health and wellbeing and actively teaches children how to take care of this.
- Foster a positive atmosphere in school, where pupils feel able to talk about their own experiences with mental health, openly.
- Raise awareness around the variety of ways that mental health issues can present themselves and equip staff to spot early warning signs.

Definition of Mental Health and Wellbeing

We use the World Health Organisations definition of mental health and wellbeing:

'Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.'

We also agree with, and promote, the World Health Organisation's views that:

- Mental health is a basic human right.
- Mental health is crucial to personal, community and socio-economic development.
- Mental health is more than the absence of mental health disorders and exists on a continuum. This can be experienced differently from one person to the next.

Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing, across the school, and for understanding the risk factors. If any members of staff are concerned about a pupil's mental health, they should inform the school's mental health lead, Meg Jenkins, as soon as possible.

Key members of staff in Linden Primary School's Mental Health Provision:

- Headteacher and Designated Safeguarding Lead- Lucy Collins
- Inclusion Lead/ Mental Health Lead/ SENDCo- Meg Jenkins
- Deputy Designated Safeguarding Leads- Sasha Davidson and Rozina Begum

Warning Signs

All staff will be aware of the potential signs that a child's mental health is deteriorating and be able to identify these. Some warning signs may include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitudes to learning or academic attainment
- Changes in levels of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Weight loss or gain
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Managing Disclosures and Confidentiality

If a pupil makes a disclosure about their mental health, staff will record this in line with our Safeguarding Policy and will make the DSL and mental health lead aware. All disclosures will be recorded on CPOMS. Staff will focus on the emotional and physical safety of the child, rather than trying to find out why they are feeling that way or trying to offer advice.

Staff will not promise a pupil that they can keep what they've been told a secret and will be upfront about the limits of confidentiality. Before sharing information with another person, the member of staff will discuss with the pupil and explain:

- Who they will share the information with.
- What information they will share.
- Why they need to share that information.

Staff will try to receive consent from the pupils, however the safety of the pupil comes first.

Supporting Pupils

Baseline Support for All Pupils- A Whole School Approach

The school offers support to all pupils by:

- Raising awareness of mental health and wellbeing support during assemblies, PSHE and mental health awareness week.

- Having open discussions about mental health and wellbeing.
- Using Emotion Coaching and Zones of Regulation, as well as giving all children the opportunity to check-in every morning.
- Signposting children and parents to support.
- Appointing a mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing.
- Creating links to mental health and wellbeing across the curriculum.
- Providing calm areas in or near every classroom.

Assessing What Further Support is Needed

If a pupil is identified as having a mental health need, or need support with their wellbeing, Megan Jenkins (Inclusion Lead) will place them on the graduated pathway of support, based on a case-by-case approach. Our graduated pathway to pastoral support is:

Universal	Emotion Coaching, Zones of Regulation, PSHE curriculum, assemblies, positive behaviour policy, trauma/attachment friendly approach, classroom check-in systems
Additional (May be on a My Plan)	Access to breakfast provision and/or playtime calm clubs, check ins with a familiar member of staff (e.g. class LP), additional resources e.g. toolkits or individual check-in systems, ELSA groups, Info Buzz groups
Intensive (My Plan/My Plan +)	1:1 ELSA sessions, Drawing and Talking therapy, other 1:1 sessions, support from external agencies (e.g. EP or TIC+), increased use of tailored resources and strategies (e.g. learning breaks or calm areas), Young Minds Matter
Specialist (My Plan +/ EHCP)	Play Therapy, Applied Therapy, increased input from external agencies (e.g. CAMHS, Paediatrician)

Supporting and Collaborating with Parents/Carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs that their child is experiencing, so that we can offer the right support.
- Informing parents/carers of mental health concerns that we have about their child.
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly.
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy.
- Provide Emotion Coaching sessions for parents, so that they are able to support their child.
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE (and other areas of the curriculum) and share ideas for extending this learning at home.

When informing parents about any mental health concerns that we may have about their child, we will endeavour to do this face to face. We will give parents time to reflect on what has been discussed and we will ensure that the lines of

communication are kept open, at the end of the meeting. The conversation, and any actions, will be noted on CPOMS.

Support for Staff

We understand that supporting a pupil with poor mental health can be distressing to staff. As a result of this, we will:

- Offer staff supervision sessions with our play therapist or the Educational Psychology Service, if needed.
- Create a supportive and caring work environment, where everyone has someone to talk to.
- Support staff who are experiencing poor mental health themselves.
- Provide staff training, so that they feel confident and equipped to support these children.

See our Mental Health and Wellbeing for Staff Policy, for more information.