

Burton Leonard Church of England (VC) Primary School



Positive Mental Health Policy

2022-2025

What is Mental Health?

'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

At Burton Leonard Church of England (VC) Primary School, we aim to promote positive mental health for every member of our staff and children. We are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. 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, we aim to recognise and respond to mental ill health. 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.

This is our approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all teaching staff, 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.

Our intent:

- To promote positive mental health in all staff and pupils
- To increase understanding and awareness of common mental health issues
- To alert staff to early warning signs of mental ill health
- To provide support to staff working with young people with mental health issues
- To provide support to pupils suffering mental ill health and their peers and families/carers
- For all staff have a responsibility to promote the mental health of pupils.

Implementation:

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and celebrate difference
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging in our Burton Leonard family
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

Staff with a specific, relevant remit include:

- Amanda Townson- designated child protection / safeguarding officer
- Amanda Townson- mental health lead
- Joanne Bland - lead first aider
- Amanda Townson- pastoral lead
- Amanda Townson - CPD lead
- Amanda Townson – PSHE subject leader
- Dawn Leader, Joanne Bland and Sally Drake – trained staff well-being champions

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 child protection

office. 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 Amanda Townson, mental health lead.

Personal Provision Maps

It is helpful to draw up individual provision maps for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the families 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'

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 sequentially developed PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught and 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 display relevant sources of support in communal areas such as corridors, cloakrooms and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

Warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Amanda Townson, our mental health and emotional wellbeing lead.

Identifying needs and 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

- Avoiding PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Pupil and staff well-being is a regular agenda item in team meetings and staff meetings.

Targeted support:

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of Compass Phoenix and Early Help resources, CAMHS and Deaf CAMHS
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Assessment and tracking of emotional well-being as appropriate

Working with Families:

In order to support families we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow families to access sources of further support e.g. through parent forums.
- Ensure that all families are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to families
- Share ideas about how families can support positive mental health in their children.
- Keep families informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support

children's emotional health and wellbeing including:

- Early Help
- Educational Psychologists
- NYCC SEND Hub for SEMH
- Consultant Paediatricians
- CAMHS (child and adolescent mental health service)
- Deaf CAMHS
- Counselling services
- Family support workers

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.

Compass Phoenix provides free online training suitable for staff wishing to know more about a specific issue. 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 to developing situations with children and their families.

Lead Governors – Zita Branton and Matt Charlesworth

Adopted: February 2022

Next review: February 2025

Amanda Tounson

