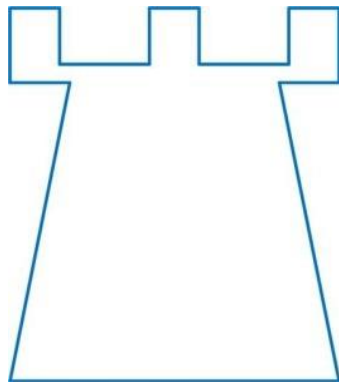


# Mental Health and Well-being Policy

## Sheriff Hutton Primary School



Supported Happy Pupils  
Succeed

### POLICY INFORMATION

Ratified by the  
Board of  
Governors

Date: October  
2022

Signed:

Chair:

Review date:  
October 2025

## 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 Organisation)

In our school, 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.

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 the school's Child Protection Policy and SEND policy in cases where pupils' mental health needs are supported in addition to other needs. This policy should also be read in conjunction with our school's Behaviour Policy, Anti-bullying, RE and SMSC/PSHCE policies.

## Aims

- 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:

Bev Stell-Designated Safeguarding Lead

Jon Fewlass- Mental Health and Emotional Wellbeing Lead and Deputy Designated Safeguarding Lead

Julie Bartlett – SEND Lead

Andrea Pitman - Governor for Mental Health and Emotional Wellbeing and Governor Safeguarding Lead

All members of staff -Mental Health and Emotional Wellbeing practitioners

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Designated Safeguarding Lead in the first instance. 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 Julie Bartlett.

## Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We will display relevant sources of support (Safeguarding poster) in communal areas 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

### **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 should communicate their concerns with a senior member of staff. 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
- 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
- Repeated physical pain or nausea with no evident cause
- 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 of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures must be recorded on CPOMs. This information must be shared with the Safeguarding Lead, who will offer support and advice about next steps.

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If we deem 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
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It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead, Jon Fewlass. 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 mental health and wellbeing and pupils may choose to tell their parents themselves. 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 Safeguarding lead must be informed immediately.

### **Our school will promote positive mental health through working with parents, carers or guardians through:**

- Raise Mental Health and Emotional Wellbeing as an important focus
- Highlight sources of information and support about mental health and emotional wellbeing
- Share and allow parents to access sources of further support
- Ensure that all parents 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 parents.
- Share ideas about how parents can support positive mental health in their children.

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? At school 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 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.

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:

- We should always highlight further sources of information and signpost them to individuals agencies that can help such as staff trained in Compass Buzz and Thrive, Thirsk EMS, CAMHS and other agencies as appropriate.
- 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 get 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.

### **Our school will promote positive mental health through curriculum teaching and learning:**

- 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 are 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.
- Reflection time is particularly given during RE, PSHE AND SMSC lessons.
- Through all curriculum areas the promotion of a positive mindset is emphasised.
- Through all curriculum areas children's contributions are valued and respected.

### **Our school will promote positive mental health through pupil voice:**

- The school council has a say in up and coming events or issues in school
- All classes undertake pupil conferencing regularly throughout the year, to hear the pupils voice about their progress in school
- Children are listened to informally whenever an issue occurs

### **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.

### **Staff training and support**

- School staff have received Mental Health and Wellbeing Level 1 training provided by Compass Phoenix.
- Key members of staff have received Level 2 and 3 provided by Compass Buzz.
- All staff and Governors complete regular Child Protection and Safeguarding training to ensure our children's safety and wellbeing.
- Regular mindfulness training.
- Staff wellbeing is reviewed during individual Performance Management review meetings annually.
- We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support .

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.

### **Policy Review**

This policy will be reviewed every 3 years as a minimum.

It is next due for review in October 2025

Additionally, this policy will be reviewed and updated as appropriate on an ad-hoc basis.