



HOLY TRINITY C E (A) PRIMARY SCHOOL Mental Health and Wellbeing Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	Mental Health and Wellbeing Policy
SOURCE	HTS
REVIEWED BY	Reviewed by Teaching Learning & Ethos Committee June 2023
APPROVED	16.06.23
REVIEW DUE	Summer 2025

Why mental health and wellbeing is a school priority

At Holy Trinity CE (A) Primary School, we promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise mental health and emotional wellbeing is as important to our lives 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.

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"*.

We want our school to be a nurturing and supportive environment for children to flourish and develop self-esteem, giving strategies for overcoming adversity and building resilience. We know, for some, school is a place of respite from difficult home lives and we offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our school works to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also ensure that children learn how 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 to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children 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 wellbeing, we recognise the importance of promoting staff mental health and wellbeing and that of adults in our community.

All staff, governors, parents/carers and members of the Holy Trinity CE(A) Primary School community will be made aware of and have access to this policy.

Definition of mental health and wellbeing

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

"a state of wellbeing 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 wellbeing is not just the absence of mental health problems. We want all children and adults 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.

Links to other policies

This policy links to our policies on Behaviour, Safeguarding, Medical Needs, Anti-Bullying, SEND and Equality.

A whole school approach to promoting positive mental health

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

This encompasses:

Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.

Helping children to develop social relationships, support each other and seek help when they need it.

Helping children to be resilient learners.

Teaching children social and emotional skills and an awareness of mental health.

Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.

Effectively working with parents and carers, when necessary supporting them to access other support services where appropriate.

Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

Staff roles and responsibilities, including those with specific responsibility

Named Mental Health and Wellbeing Lead: Sally Smitherman

Named Governor (s) with lead on mental health: Sarah Moss and Zoe Humphrey

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 children 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 as: 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 should 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 Mental Health and Wellbeing Lead leads and works with other UPS staff to coordinate whole school activities to promote positive mental health and wellbeing; liaises with the PSHE lead about mental health teaching; provides advice and support to staff; organises training and updates; liaises with mental health services (alongside the Inclusion Manager).

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 children with mental health needs and their families.

Sources of relevant support include:

Our Senior Leadership Team; our Designated Safeguarding Leads; school support staff employed to manage mental health needs of particular children; our Inclusion Manager (who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND, including children whose mental health problems mean they need special educational provision; Learning Mentor; School Nurse; Play Therapist and, currently, the Thought-full Network (Mental Health Support Teams in Schools).

Supporting children's positive mental health

Our school uses a range of strategies and approaches eg. Zones of Regulation; resilience programmes; PSHE resources; pupil survey; mental health and wellbeing website page; staff and children's wellbeing boards.

Through PSHE, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

We understand that behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Identifying, referring and supporting children with mental health needs

We provide a safe environment to enable children to express themselves and be listened to. We ensure the welfare and safety of children are paramount and identify appropriate support for children based on their needs, involving parents and carers when their child needs support. Similarly, we involve children in the care and support they receive, as well as monitoring, reviewing and evaluating the support with children and keeping parents and carers updated.

Mental Health Support Teams in Schools - Thought-full Network

Our school is part of the Thought-full Network, provided through West Sussex County Council and NHS personnel. They support our school with all aspects of mental health and emotional wellbeing, in three ways:

1. Supporting the Senior Mental Health Lead (SMHL) in each education setting to introduce or develop their whole school approaches to mental health and emotional wellbeing.
2. Providing one-to-one evidence-based interventions in schools for mild to moderate mental health issues such as anxiety and depression.
3. Giving advice to school staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education.

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:

Making observations of behaviour, exclusions, visits to the medical room, attendance and CPOMs incidents

Staff report concerns about individual children to the relevant lead persons

Worry boxes in each class for children to raise concerns which are checked by the class teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly)

Pupil Progress Review meetings termly

Regular meetings for staff to raise concerns

Parental health information on entry to the school

Gathering information from a previous school at transfer, and passing on relevant information

Parental meetings

Enabling children to raise concerns to any member of staff

Enabling parents and carers to raise concerns to any member of staff

All staff at Holy Trinity CE (A) receive training on the protective and risk factors, types of mental health needs and signs that might mean a pupil or colleague is experiencing mental health problems. Any member of staff concerned about a pupil should take this seriously and talk to the Mental Health Lead, Inclusion Manager or Designated Safeguarding Lead (DSL).

These signs might include:

Isolation from friends and family and becoming socially withdrawn; changes in activity or mood or eating/sleeping habits; falling academic achievement; talking or joking about self-harm or suicide; expressing feelings of failure, uselessness or loss of hope; secretive behaviour; an increase in lateness or absenteeism; not wanting to do PE or get changed for PE; wearing long sleeves in hot weather; drugs or alcohol misuse; physical signs of harm that are repeated or appear non-accidental; 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, the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend, listening rather than offering advice. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's CPOMs record, 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 Inclusion Manager and Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children 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.

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	Evidence-based Intervention and Support The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children For example	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support eg. CMHL or a psychologist, psychiatrist Other interventions eg. play therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy.	The needs of the children will be documented, along with how the pupil will be supported; actions to provide that support; any special requirements. Children and parents/carers will be involved, interventions are monitored, reviewed and evaluated to assess the impact.
Some need	Access to in-school support, Learning Mentor, family support worker, school nurse, play therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, Circle of friends.	Mental health need and provision will be discussed and monitored by the Inclusion Manager, Mental Health Lead and DSLs.

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's Individual Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the Inclusion Manager 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 pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Mental Health Practitioner (Thoughtful Network)	Accessed through the Mental Health Lead or Inclusion Manager
Educational Psychologist	Accessed through the Inclusion Manager

Involving and supporting parents and carers

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 children who do have mental health needs.

At the beginning of each year, our year group parent meetings include discussion of the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing. Parents and carers are encouraged to share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We work with external agencies such as Enabling Families and the Early Help Team to provide targeted individual support.
- We provide information on a variety of mental health issues in termly workshops through the Thought-full Network.
- We provide information on parenting programmes (eg. Solihull course).
- We include the mental health topics that are taught in the PSHE curriculum section, as well as signposting information, on the school website.
- We include mental health targets within ILPs as appropriate.

We are sensitive and supportive when discussing if a child has a mental health problem., offering reassurance by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified)
- Offer information to take away and places to seek further information.
- Be available for follow-up calls.
- Make a record of the meeting and add on to the child's CPOMs record.
- Discuss strategies or interventions to support the child.
- 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 provided.

Parents and carers will be informed if their child is at risk of danger, although children may choose to tell their parents and carers themselves.

We make every effort to support parents and carers to access services where appropriate. We also provide information for parents and carers to access support for their own mental health needs.

Involving children

We seek pupils' views about our approach, curriculum and in promoting whole school mental health activities. We seek feedback from children who have had support to help improve that support and the services they received.

Supporting and training staff

Training is given to enable staff to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

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, such as (when possible following the Covid-19 pandemic) social events; reviewing the scheduling of staff work commitments to support that work-life balance.

Staff also have access to a 24-hour confidential Employee Assistance Programme (Tel: 0800 030 5182; www.healthassuredeap.com), which offers professional, friendly and non-judgemental support for a variety of challenging circumstances, including stress, anxiety, bereavement, relationships, family issues and alcohol or drug issues.

Monitoring and Evaluation

The Mental Health and Wellbeing policy is on the school website.

This policy is monitored on a three-year review involving the Senior Mental Health Lead and school governors.