



Bristol Drive
Lincoln
LN6 7UE

September 2024

Mental Health and Wellbeing Policy

This policy aims to give all members of the school community clear guidance regarding Mental Health and Wellbeing at Sir Francis Hill Primary School.

Policy Owner	Senior Mental Health Lead
Governing Body Committee	
Date Approved by Governors	
Next Review Date	September 2025

Overview

At Sir Francis Hill we aim to promote positive Mental Health and Wellbeing for our whole school community.

As a school, identifying issues and providing support as early as possible. Providing a safe and calm environment, equipping children to be more resilient so each child can cope with the daily stresses of life effectively. Staff teaching pupils about Mental Health by developing and implementing practical, relevant and effective Mental Health policies and procedures.

The policy provides guidance for all staff (teaching and non-teaching) and Governors. This policy should overlap with Safeguarding, Behaviour and SEND policies.

Aims

The policy aims to:

- Promote positive Mental Health and wellbeing within the whole school approach.
- Increase understanding and awareness of Mental Health – How common it is.
- Highlight staff to early warning signs. (training)
- Provide support to staff working with children and families with Mental Health – signposting to the right agencies.
- Parent drop in's – coffee mornings
- Mini Mental Health ambassadors
- Yearly resilience workshops in Year 5 and Year 6

Objectives

The eight identified principles will aid and underpin the approaches used to support and develop children's, staff and families Mental Health and Wellbeing at Sir Francis Hill.

The policy and curriculum will be tailored and delivered to promote the key aspects of improving Mental Health and Wellbeing. The policy will enrich the environment in which each child will have support with emotional, social and physical rich environment to thrive and grow as well as inspire in our school environment. This will promote the child's voice which is essential, by fostering their independence promoting good choices by encouraging our children to recognise feelings whilst learning to express themselves.



Staff will have access to training and signposting to approaches and resources that will also support their own emotional health and wellbeing to promote teamwork. Clear identification and impact and outcomes measures will be fed into school, by programmed activities and interventions that will be offered and supported to children.

Our objective is to promote a whole school approach to emotional health and wellbeing through six half termly themes based on “The Five Ways to Wellbeing” (Mind).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Connect with others – Parents/coffee mornings.	Learn something new e.g. Art or a new skill.	Learn to cope with stress and anxiety.	Connect with nature- walks, picnics being outside.	Mindfulness	Active-swimming, sports.

Roles

All staff to promote Mental Health and emotional wellbeing of children.

Mr G Nichols - Headteacher

Mrs C Scally – Deputy Headteacher

Miss C Bibby – Assistant Headteacher, (SENDCO, Inclusion Lead and DDSL

Mr N Fish Clark – Assistant Headteacher, (Early Years and Key Stage 1 Lead) and DSL

Mrs L Garner – Assistant Headteacher (Key Stage 2 Lead) and DSL

Mrs K Revill – Attendance Lead and DDSL

Mrs M Smith – Senior Mental Health Lead, (Safeguarding Officer) and DDSL

Mr B Dennis – Learning Mentor

Pupil Identifications

Wellbeing measures

- Staff observations
- any changes in a child's behaviour
- communication regarding emotions, feelings and wellbeing.

Any staff member who is concerned about a child should go and speak to the senior Mental Health Lead or Mental Health Team and record on CPOMS. This will implement an assessment of need to ensure the child will get the relevant support from school or from external specialist service. As a school it is pivotal to put in place interventions as soon as possible to stop any issues or problems escalating.

If any child is in immediate harm, then the normal route of safeguarding will take place following the safeguarding procedures and immediate referral from the DDSL or DSL.

If any child presents as a medical emergency the normal procedures for First Aid should be followed, this may involve emergency services. Individual SEN Learning support plans will identify, individual support needs for children who cause concern or who receive a diagnosis pending Mental Health.

Pupil Wellbeing Assessment – Interventions and support

<u>Need</u> The level of need is based on discussion at regular Inclusion meetings with key members of staff.	<u>Evidence-based intervention and support</u> The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children.	<u>Monitoring</u>
Highest need	CAMHS assessment,1:1, family support or treatment, consultation with school staff and outside agencies. External agency support and other interventions e.g., art therapy or play therapy. If the school professionals suggest that a statutory education, health and care assessment is required, we refer to the SEND policy.	All children needing support will have an Individual Care Plan drawn up setting out clearly the needs of the child, how the child will be supported and any special requirements. Children and parents/ carers will be involved in the process. The plan and interventions will be monitored, reviewed and evaluated regularly to see the impact it has on the child. The care plan will be overseen by the Senior Mental Health Lead.
Some need	Access to school Nurture groups, Family Support Workers, School Nurse, Educational Psychologist, 1:1 intervention.	
Low need	General Support e.g. School Nurse, Class teacher, Teaching Assistant or Inclusion Team	

Staff Identification

Training and sharing materials and resources regarding Mental Health and emotional wellbeing will be made available for all staff should staff need to express any concerns, open door policy to Inclusion Team, SLT and Governing Body as well as the Senior Mental Health Lead.

Schools Advisory Services (SAS) gives information and advice this will be made accessible to all staff -Posters and displays in key areas. This will show staff where to go for their own emotional well-being and where to get support and additional need/advice.

Appraisals will allow for CPD and promote communication about personal health and emotional wellbeing if necessary.

If a child chooses to disclose any concerns about their own Mental Health, safety or wellbeing, or a friend or staff member should stay calm and supportive and non-judgmental.

Staff need to listen; our priority should be keeping the child's emotional and physical safety first. All disclosures should be recorded on CPOMS, and the relevant sections picked to highlight the concern.

Confidentiality

Open and honest should be the aim that we take whilst talking to the child and their families regarding confidentiality, especially if it puts a child at risk in anyway. As a member of staff, we need to talk to the relevant people and discuss with the child and families.

Working with parents and carers

In order to support parents and carers with their children's mental health and wellbeing, we will:

- Highlight information – phone numbers for support on the school website.
- Ensure that all parents are aware of who they can talk to, how to get support for their child.
- This Mental Health and Wellbeing policy should be easily accessible to parents.
- Share ideas about how parents can support positive Mental Health and emotional wellbeing in their children through websites and parent information events.
- Keep parents involved about Mental Health topics that their children may be learning in school. Share and explore ideas eg Mental Health awareness days.

Staff Training

All staff will receive regular training about recognising and responding to Mental Health issues. Mental Health First Aid is great for staff. This can also be linked into Safeguarding training. The Mind Ed www.minded.org.uk learning portal provides free online training for staff who would like to know more. Training will take place to give greater depth into Mental Health by asking professionals to come into school to provide training.

Appendix 1: Further information and sources of support about common Mental Health

Below is sign-posted information and guidance about issues which are commonly seen in school aged children. The links will take you through the most relevant page on the listed website.

Support on all these issues can be accessed via Young Minds www.youngminds.org.uk or Mind www.mind.org.uk

Self-Harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences and cannot cope in anyway. This may manifest itself in the form of cutting, burning, overdoses in adolescents, while younger children tend to pick, scratch bang heads or pull hair.

Online support: www.selfharm.co.uk

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

Depression

We can all feel up and down from time to time, but some children or parents may have more extreme feelings such as failure, hopelessness, numbness or sadness. This may continue for days, weeks or months. Which in the long run have effect on their behaviour and motivation to learn and engage in school activities.

Online support- Depression Alliance: www.depressionalliance.org/information/what-depression

Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people as well as adults. If thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and are beginning to impact the child/ young person daily, support and help must take place. Early intervention is key to help aid and support the child.

Online Support – Anxiety UK: www.anxietyuk.org.uk

Obsessions and Compulsions

Obsessions can be very intrusive thoughts or feelings which can be upsetting and disturbing. Compulsions are behaviours we carry out in order to manage our thoughts and feelings. A child may be constantly worried about touching things and switching things off as well as asking a loved one to say words or phrases repeatedly to give peace of mind. Obsessive compulsive disorder (OCD) can take many forms.

Online Support OCD UK: www.ocduk.org/ocd

Suicidal Feelings

Online Support Prevention of young suicide UK PAPYRUS: www.papyrus-uk.org

Please look for help and support as quickly as you can if a child/young person is feeling suicidal.

Eating Disorders /problems

Young people are more aware of what food they are eating and how it effects your body but unfortunately the age of children with eating problems is getting younger. Younger children may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not want to explain or convey that there is a problem.

Online Support - Beat-the eating disorder charity: www.beateatingdisorders.org.uk/

Eating Difficulties in Younger Children and when to worry:
www.youngminds.org.uk/parent/a-z-guide/eating-problems/