



King's Cliffe Endowed School

Mental Health and Wellbeing Policy

1. The Importance of Mental Health and Wellbeing

At King's Cliffe Endowed Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important it is to our lives. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their quality of life, relationships and academic achievement.

The Department for Education (DfE) states that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Our role in school is to provide children with a nurturing and supportive environment where they are exposed to positive role models and relationships, and learn to overcome adversity and build resilience, particularly during times of change or stress. We also have a role to ensure that children learn about what they can do 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.

2. Purpose of the Policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

3. Definition of Mental Health and Wellbeing

The World Health Organisation defines mental health and wellbeing as "*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*". Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- manage times of stress and be able to deal with change.
- learn and achieve.

4. Links to Other Policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying and SEND. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

5. A Whole School Approach

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

This encompasses seven aspects:

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

2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. 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.

6. Staff Responsibilities

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

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 Inclusion Lead
- Our Safeguarding/Child Protection Lead
- Our Key Stage Leads
- Our Learning Mentor
- Our INCLUSION LEAD 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.
- Our School Nurse

7. Supporting Children's Positive Mental Health

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

- Assemblies to raise awareness of mental health.
- Year 4 Playground Buddies – a lunchtime group supporting younger children at lunchtime.
- Transition Programme to secondary schools
- Head teacher's Awards - celebrated in assemblies
- Amazing Achiever and Awesome Attitude Certificates – celebrated in assemblies
- Circle times
- A yoga programme for all classes which encourages mindfulness and meditation

- Wellbeing events across the year – whole school focus on doing things which make us feel good
- 1-1 Drawing and Talking Sessions with the Learning Mentor for specific pupils
- Displays and information around the School about positive mental health and where to go for help and support
- Staff mental health leaflet

Through PSHCE 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. Teachers use the Jigsaw PSHE scheme and resources as the basis for their lessons, which include an amount of time each session dedicated to mindfulness.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of bullying, and that these are wrong and unacceptable.
- How to resist bullying, and if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About positive and uncomfortable feelings.
- To describe the range and intensity of their feelings
- To recognise and respond appropriately to others' feelings
- To recognise conflicting emotions and when they might need to listen to or overcome them.
- About personal motivation and resilience
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims
- About the importance of talking to someone and how to get help.

8. Identifying, Referring and Supporting Children

Our approach:

- Provide a safe environment to enable children to express themselves
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

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:

- SDQ (Strengths and Difficulties Questionnaires)
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Using Leuven scales to identify children in EYFS who need support.
- Staff report concerns about individual children to the relevant lead persons.
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Transition meetings in EYFS.
- Parents' Evenings twice a year for every pupil with their class teacher
- 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 Kings' Cliffe Endowed Primary School have had training on risk factors, different types of mental health needs and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Head teacher, Designated Safeguarding Lead or Inclusion Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Declining academic achievement and/or attitude
- 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
- 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 then 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

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. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Head teacher, or the Designated Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held by the Head Designated Safeguarding Lead (DSL). Details include: 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 Head teacher or Designated Safeguarding 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 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 children with the highest need the Family Support Worker leads meetings.	Monitoring
Highest need	Child and Adolescent Mental Health Service (CAMHS) Targeted Mental Health in School (TaMHS), Social, Emotional and Mental Health (SEMH) Panel, Education Inclusion Officer for Mental Health. Parents agree to an Early Help Assessment (EHA) led by the school's Parent Support Worker who contacts outside agencies for support.	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out: <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements
Some need	Learning Mentor e.g. Drawing and Talking Programme, Family Support Worker, School Nurse, Educational Psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing, circle of friends.	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact and if needed a different kind of support can be provided. The Care Plan is overseen by the Family Support Worker contracted to the school.
Low need	General support E.g. School Nurse drop in, class teacher/TA	

Support for Peers

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one-to-one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset, and warning signs that their friend needs help. We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

Support for Children after Inpatient Treatment

We recognise that some children will need ongoing support and the Learning Mentor will meet with children on a regular basis. We are careful not to "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school. When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

9. Working with Specialist Services

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 Head teacher or the Inclusion Lead 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 Psychologist	Accessed through the Head teacher or Inclusion Lead

SEND and Mental Health

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN)

10. 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.

On entry to the school, our parents' information evening includes a discussion on 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 could have an impact on their child's mental health and wellbeing. It is very helpful if parents and carers can 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 provide information and websites on mental health issues and local wellbeing and parenting programmes and have shared leaflets for parents on mental health and resilience, which can be accessed on the school website.
- We include the mental health topics that are taught in the PSHE curriculum section, on the school website
- When children start school, all parents and carers are given a mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them
- Offer information and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- 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 always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services, we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

11. Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing. Therefore, all staff have completed training enabling them 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. Staff have opportunities to take part in yoga and fitness sessions, and each term they are given the opportunity to use one PPA session to partake in an activity of their choosing that promotes relaxation and wellbeing. Where necessary, staff are also supported in accessing local counselling services.

12. Monitoring and Review

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

13. Linked Documents:

Green Paper - 'Transforming children and young people's mental health provision'

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

Safeguarding and Child Protection Policy

<https://www.kingscliffeschool.co.uk/page/?title=School+Policies&pid=284>

Keeping Children Safe in Education (incl. Part One)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental Health and Behaviour in School

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

14. Websites with Helpful Information

Young Northants

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/young-northants/health/Pages/Emotional-wellbeing.aspx>

