

## **Mentally Healthy School Policy**

### **Policy Statement**

***Mental Health is a state of well-being in which every individual realises his or her 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.***

### ***Learning, Love and Laughter.....***

At St Breock, we aim to promote positive mental health for every child and member of staff. We pursue the aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for all our children affected both directly and indirectly by mental ill health. Our curriculum has been developed through teaching and learning to promote resilience and support social and emotional learning. We have an ethos and environment that promotes respect and values diversity. We seek to explicitly promote the link between a healthy body and a healthy mind by seeking to ensure children leaving St Breock school are physically, emotionally and academically fit.

### **Scope**

This document describes our approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and Hub Councillors. This policy should be read in conjunction with our Positive Relationships Policy and SenD policy where a child's mental health overlaps with or is linked to a medical issue.

The Policy Aims to:

- Promote positive mental health in all staff and children
- Increase understanding and awareness of common mental health issues
- Alert staff to the early warning signs of mental ill health
- Provide support and guidance to staff working with young people with mental health issues
- Provide support to children suffering ill mental health and their peers/carers

### **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of children in school. Staff with a specific relevant remit include:

- Health and Well-Being Champion – Mrs Pam Dennis
- Trauma Informed School Practitioners (TIS) – Mrs Kirsten Wood
- SENco – Miss Gemma Jorey
- Designated Child Protection Lead and Safeguarding Officer – Mrs Sian Hall ( Head of School)

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Any member of staff who is concerned about the mental health or wellbeing of a child or member of staff should speak to the class teacher in the first instance and then either the Lead Teacher or Head of School to needs can be assessed. If there is fear the child in immediate danger then normal child protection procedures would be followed and logged on My Concern, our online record keeping system and appropriate action taken by the Designated Child Protection Officer.

If the child or member of staff presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting emergency services if necessary. Where a referral to CAMHS (Child and adolescent mental health services) is appropriate, it will be led and managed by the SENco. Whilst a referral will always be made to this service if appropriate, waiting times can be up to 2 years. Whilst the referral is in place the school will provide:

- Consistency and emotionally available adults through a whole school trauma informed approach (TIS)
- 1-2-1 TIS sessions with a qualified practitioner
- Support from Aspire Inclusion Team and access to an Educational Psychologist
- Individual Education Plans (IEP)

### **Trauma Informed School Whole School Approach**

In 2017 the government identified that schools had a large part to play in tackling, increasing mental health issues and recommended that schools sought to have mental health leads in house. It makes sense for schools to pick up the baton as children spend 190 days a year at school whereas a counsellor coming in once a week can only see a few children. On average from their first symptoms, children wait 10 years to get help for a mental health problem. (The Centre for Mental Health Report: Missed Opportunities: Children and Young People's Mental Health 2016)

HeadStart Kernow is part of a five-year, £56 million National Lottery funded programme set-up by the Big Lottery Fund, the largest funder of community activity in the UK. It aims to explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing. Headstart is funding schools in Cornwall to receive whole school training on a trauma informed approach and for 2 members of staff to become Trauma Informed Practitioners.

The whole school approach is designed to inform and empower school staff to help all children, including the most vulnerable, and importantly, how to feel supported and nurtured in the process. We are able to identify a need and monitor the impact of interventions put in place at whole class, group and individual level. They aim to enable delegates to respond effectively to children and teenagers who have suffered a trauma or have a mental health issue, (literally what to say and who to be). The whole school approach is one in which children and teenagers feel deeply respected, valued and very safe.

Traumatic stress can arise from a variety of sources: bullying at school, neglect, abuse, homelessness in its most serious cases BUT can also be the day-to-day exposure to events such as divorce, loneliness, illness, ineffective communication. Also, different people are affected in different ways and two people having exactly the same experience can be affected in different ways. In a trauma-

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informed school, all adults are prepared to recognise and respond to those who have been impacted by traumatic stress. In addition, children are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to provide all our children, particularly the most vulnerable with tools to cope with life situations and to create an underlying culture of respect and support, which fits with our ethos Learning, Love and Laughter. Following initial Trauma Informed Training 2018, non-teaching staff formed a list of non-negotiables for communication and conduct with children and adults at St Breock. This was shared with and agreed by teachers and now forms part of our staff induction process. Staff have ongoing TIS refresher training for refinement and new members of staff attend full training.

### Individual Education Plan

It is helpful to draw up individual Education Plans for children who may be causing concern or who receive a diagnosis pertaining to their mental health. IEPs are also used across the school when a child has an academic or physical special educational need. This is drawn up involving the child, parents and relevant health professionals. This can include:

- Details of the child's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role our school can play

### Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE and PE curriculum. The specific content of lessons will be determined through the class teachers planning and assessment of needs of the cohort. There will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We use Jigsaw as a whole school approach to PSHE. This scheme follows the PSHE Association guidance to ensure we teach mental health and emotional well-being issues in a safe and sensitive manner which helps rather than harms. Jigsaw connects the pieces of Personal, Social & Health Education, emotional literacy, social skills and spiritual development. Using Jigsaw means each term is focused on a piece of the jigsaw, with a specific celebration each week. This links to our celebration assembly each week where children are recognised for their 'Personal Best' according to the weeks Jigsaw focus. This contributes to c

The whole school Health & Wellbeing Overview is attached in Appendix A.

### Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. **The Early Help Hub – 01872 322277** is the single point of access for Cornwall Council and community based health **Early Help** services for children, young people and families. We

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can refer children through this service but equally referrals can be made online by the family itself needing support. For concerns about the immediate welfare or safety of the child, referrals should be made to the **MARU – Multi Agency Referral Unit – 0300 1231116**. Referrals to the MARU can be by the school, the family or any concerned party. You are not required to give your name when making a referral. When the danger is not immediate and it is likely the statutory requirements for social worker involvement is not met, you are able to call the **MAAT – Multi Agency Advice Team 0300 123 1116** for consultation.

As part of Aspire Academy Trust we have access to support through the Inclusion Team and experience from across the trust.

### **Warning Signs**

School staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these signs should communicate them with their class teacher, Lead teacher or Head of School. 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/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
- Not wanting to take part in PE or changing secretly
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Managing disclosures**

A child may choose to disclose concerns about themselves or a friend to any member of staff. All staff know how to respond appropriately to a disclosure. If a child 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 will always be calm, supportive and non-judgemental. Staff will listen and not advise and their first thoughts will be of the child's emotional and physical safety rather than exploring 'Why?'

All disclosures are recorded on My Concern, shared with the DSL or Deputy DSL and shared with professional organisations if appropriate. This protects staff wellbeing by the avoidance of them feeling solely responsible for them and ensures the continuity of care in any absence.

### **Confidentiality**

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We are always honest with regards to the issue of confidentiality. If we feel it necessary to pass on our concerns about a child, we will share that concern with them. We will also share that with a parent or carer and ideally receive their consent if we wish to refer the child to an external agency. However, if we feel the child is in immediate danger we do not need to gain parental consent and will refer to MARU.

### **Working with Parents**

Where it is deemed appropriate to inform parents we will always endeavour to do this face to face in a suitable environment and consider carefully who needs to be present and what the aims of the meeting are. We are sensitive to the fact that this can be shocking and upsetting for parents to learn of their child's issues and parents can respond with anger, fear or upset. We are accepting of this (within reason) and give the parent time to reflect. We will always highlight further sources of information. We will aim to finish each meeting with agreed next steps and ensure the meeting is recorded as an action in My Concern.

In order to support all parents we will:

- Highlight sources of information and support about common mental health issues on our website
- Ensure 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 Mentally Healthy School Policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our School Forum
- 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.

### **Supporting Peers**

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support them 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 any friends that may need additional support and how we as a school can support them.

### **Training**

All staff and new members of staff will receive TIS training. Staff will also receive regular training about recognising and responding to mental health issues as part of their regular child protection training. Training 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 in school. Staff also receive regular updates, information, initiatives and training on supporting their own wellbeing so they can be available to children.

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St Breock Emotional, Health and Well Being Overview

	<b>Jigsaw Theme</b> <b>Fundamental British Values</b> <b>Toolkit for Learning, Love &amp; Laughter</b> <b>Physical Skill - KS2</b>	<b>Wk1</b> <b>Celebrating people who....</b>	<b>Wk2</b> <b>Celebrating people who....</b>	<b>Wk3</b> <b>Celebrating people who....</b>	<b>Wk4</b> <b>Celebrating people who....</b>	<b>Wk5</b> <b>Celebrating people who....</b>	<b>Wk6</b> <b>Celebrating people who....</b>
<b>H E L P I N G  H A N D S</b>	<b>Aut 1</b> Being Me in My World Determination Mutual Respect Passing & Moving	Help Others to feel welcome	Try to make our school community a better place	Think about everyone's right to learn	Care about others feelings	Work well with others	Choose to follow the learning charter
	<b>Aut 2</b> Celebrating differences Equality Rule of Law Attacking & Defending	Accept that everyone is different	Include others when working and playing	Know how to help if someone is unhappy	Try to solve problems	Try to use kind words	Know how to give and receive compliments
	<b>Spr 1</b> Dreams and Goals Inspiration Individual Liberty Flexibility, control & balance	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals
	<b>Spr 2</b> Healthy me Excellence Tolerance Strength & technique	Have made a healthy choice	Have eaten a healthy balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships	Know how to keep calm and deal with difficult situations
	<b>Summer 1</b> Relationships Friendship Democracy Striking & Fielding	Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves or others when they feel upset or hurt	Know and show what makes a good relationship
	<b>Summer 2</b> Changing me Courage Democracy Personal best	Understand that everyone is unique and special	Can express how they feel when change happens	Understand and respect the changes that they see in themselves	Understand and respect the changes that they see in other people	Know who to ask for help if they are worried about change	Looking forward to change