

Mill Hill Primary School
Policy on Positive Mental Health
2019.20

POLICY STATEMENT

At Mill Hill Primary School, we are committed to supporting the mental health and wellbeing of our pupils and staff. Our culture is supportive, caring, and respectful. We encourage pupils to be open and we want each child to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

POLICY SCOPE

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting pupil mental health and wellbeing.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At Mill Hill Primary School, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our pupils feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all pupils and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.

- Promoting our pupil's voices and giving them the opportunity to participate in decision making.
- Celebrating each pupil for who they are and making every child feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any pupil that needs it.
- Raising awareness amongst staff and pupils about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in pupils.
- Supporting staff who are struggling with their mental health.

KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process.

These are:

- Our Designated Safeguarding Leads: Mrs L Errington and Mr P Hair
- PSHCE Lead: Mrs A Curtis
- SENDCO: Miss J Gibson

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to: the designated safeguarding leads or SENDCO.

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

TEACHING ABOUT MENTAL HEALTH

Our PSHCE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our PSHCE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy.

We'll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

We have a range of support available in school for any students struggling, as listed below:

Service/Support	How it can be accessed	Outline of support
Kalmer Counselling	Referral made through SENDCo	Counselling sessions with a trained counsellor for 45 minutes, once a week for a minimum of 6 weeks.
FRIENDS for life/Fun FRIENDS	Identification by class teacher or parent	CAMHS Emotional resilience programmes running for 10 weeks and delivered by trained staff.
Lunchtime Nurture Group	Identification by class teachers – invite only	A nurture group led by a senior teacher and safeguarding lead promoting teamwork, relationships and resilience - lunchtimes per week.

There is also a lot of support networks available for children in the local community. This includes places such as:

Service/Support	How it can be accessed	Aims/Purpose
CAMHS/CYPS Child and Adolescent Mental Health Services and Children and Young Persons Service.	Referral made through SENDCo/GP	Support for children displaying concerns and difficulties with their mental health.
Early Help	Referral from lead practitioner in school (can be initiated by school and/or parents)	To offer families early intervention and support from relevant services for a range of family issues.
Kooth (commissioned by Together for Children)	Accessible through mobile, tablet and desktop and free at the point of use.	An online counselling and emotional well-being platform for children and young people that has qualified counsellors available weekdays from mid-day until 10pm and from 6pm until 10pm at weekends for booked or drop-in one-to-one therapy.

SIGNPOSTING

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

IDENTIFYING NEEDS AND WARNING SIGNS

All of our staff will be trained, through mandatory safeguarding training, in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will be communicated to the Designated Safeguarding Officer as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will look to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

MANAGING DISCLOSURES

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be

passed to the designated safeguarding leads in school and recorded confidentially using the school's designated online system. Information will be shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

CONFIDENTIALITY

If a member of staff thinks it's necessary to pass on concerns about a student, either to a designated safeguarding lead or to an external agency for support, then this will first be discussed with the student.

They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. P

At Mill Hill Primary School, protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

WHOLE SCHOOL APPROACH

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

WORKING WITH PARENTS AND CARERS

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.

To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about how mental health is covered in our school curriculum.

WORKING WITH OTHER AGENCIES AND PARTNERS

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing.

This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers., eg, Early Help.
- Behavioural support workers.

Social Workers.

TRAINING

All staff will have access to training in child mental health so that they can recognise and respond to mental health issues. Child and adolescent mental health will also form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held by the school.

We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

POLICY REVIEW

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

Miss J Gibson

Special Educational Needs and Disabilities Coordinator (SENDCo)

September 2019