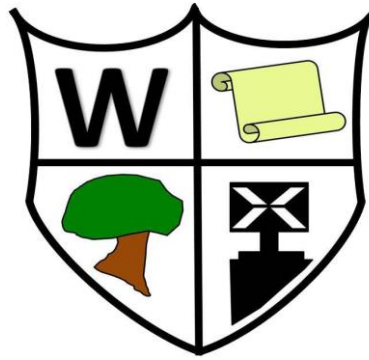




Woolton Primary School



Mental Health Policy 2023 – 2024

Written By	WPS
To be ratified by Governors	19 th October 2023
Date for Review	October 2024
Chair of Governors	<i>Jason Kirby</i>
Headteacher	<i>J.C. Nyerda</i>



At Woolton Primary School we are committed to supporting the mental health and wellbeing of our students 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 WPS 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.

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students 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 students 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 students' voices and giving them the opportunity to participate in decision making.
- Celebrating each pupil for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student



that needs it

- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students
- 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 Officer: Nia Blanch
- Pastoral Staff: Ann Reid and Liam O'Neill
- SEND Co-ordinators: Jenny Eagleton and Nia Blanch

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: Nia Blanch or Ann Reid.

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

TEACHING ABOUT MENTAL HEALTH

Our PSHE 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 PHSCE 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:

Seedlings –Children's Psychological Therapist in school 1 day every week supporting children between 5-11 yrs

MHST (Mental Health Support Team) referrals can be accessed via school

Child and Adolescent Mental Health Services (CAMHS)

Pastoral Support including 1-1 or group sessions available to children in KS1 and 2

SIGNPOSTING

We will ensure that all staff, pupils, 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 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 always be taken seriously and staff who notice any of these signs will communicate their concerns with 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 and/or joking 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 be well placed 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 recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy. The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.



CONFIDENTIALITY

If a member of staff thinks it necessary to pass on concerns about a student, either to someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, - **child protection procedures should be followed.**

WHOLE SCHOOL APPROACH

We take a whole school approach towards the mental health of our pupils. 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/carers 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.
- Always keep lines of communication open and ensure that parents are able to have follow-up meetings if necessary
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.
- Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

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

SUPPORTING PEERS

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

TRAINING

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. 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.

POLICY REVIEW

This policy will be reviewed annually in order to ensure that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes

Useful websites

<https://www.annafreud.org/>



<https://www.youngminds.org.uk/>

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>