**Gov 215/19**

**MENTAL HEALTH AND EMOTIONAL WELL BEING POLICY**

**2019**

Hawthorn Park Community Primary School



**Policy Statement**

*Mental health is 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.*

(World Health Organization)

At Hawthorn Park we are committed to supporting and promoting positive mental health and well -being for all our pupils and staff.

We pursue this aim using both universal, whole school approaches and specialised targeted approaches aimed at more vulnerable pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

**Scope**

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with the following school policies;

SEND policy,

Safeguarding and child protection policy

Peer on Peer Abuse policy

Anti-Bullying policy

PHSE policy

Behaviour Policy

The Policy Aims to:

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

**At our school we:**

* help children to understand their emotions and feelings better
* help children feel comfortable sharing any concerns or worries
* help children socially to form and maintain relationships.
* promote self - esteem and ensure children know that they count.
* encourage children to be confident and ‘dare to be different’
* help children to develop emotional resilience and to manage setbacks.

**We promote a mentally healthy environment through:**

* Promoting our school values and encouraging a sense of belonging.
* Promoting pupil voice and opportunities to participate in decision-making
* Celebrating academic and non-academic achievements
* Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
* Access to appropriate support that meets their needs

**We pursue our aims through:**

* Universal, whole school approaches
* Support for pupils going through recent difficulties including bereavement.
* Specialised, targeted approaches aimed at pupils with more complex or long -term difficulties including attachment disorder.

**Lead members of staff**

At Hawthorn Park all staff have a responsibility to promote the mental health of students.

Staff with a specific, relevant remit include:

Mental Health Lead – Anne-Louise Kyte

Safeguarding Lead – Anne-Louise Kyte

Parent Support Worker – Anne-Louise Kyte

SENDCO – Clare Lewis

PHSE Lead - Clare Lewis

Designated teacher for Looked After children – Clare Lewis

Emotional Well Being Support Staff – Jackie King and Anne- Maria Mulholland

Admin Support for safeguarding/SEND/ Emotional Well Being – Grace Campbell

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the school child protection procedures should be followed.

If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff, the child’s parents and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the mental health lead and or SENDCO.

**Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we’re teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

**Targeted Support**

At Hawthorn Park children who are recognised as needing additional support are usually identified by their class teacher or parents. The In-school referral process is completed by the class teacher after a conversation with the child themselves and their parents. The Mental Health Lead will receive the referral and in conversation with class teacher, Sendco and parents will decide the appropriate level of support needed to meet the needs of the child. The in- school provision available is;

* Group support/ circle time – led by the emotional well -being support staff.
* Individual support sessions provided by the Emotional Well -being support staff.
* Weekly counselling sessions provided by Sorted Counselling Services – commissioned by the school.
* Weekly Play therapy sessions provided by Clive Black – commissioned by school.

If the child’s needs cannot be met by the above services or there is a decline in their emotional well-being, then a referral will be made to CAMHs.

For some children and families other services accessed outside of school may be appropriate and in such circumstances, referrals will be made to CHUMs.

At Hawthorn Park the needs of children who are young carers for an adult relative or a sibling are recognised. They have an opportunity to receive support from the school young carers group which meets monthly and /or individualised support from the Early Help Teams.

The progress of children receiving in-school support will be monitored, tracked and evaluated using SDQ type questionnaires. These will be completed by both teaching staff, parents and the child.

When children have more complex needs other tools and resources will be made available to assess and monitor their needs and support e.g. Boxhall profile.

The Early Help Assessment and Team Around the Child process will be used to assess, plan support and monitor progress for children and families that have a higher level of need and /or are accessing services outside of school provision i.e. CAMHs, School Nursing or Health Visiting, Child development centres, parenting support, adult mental health services.

**Signposting**

We will ensure that staff, students and parents are aware of sources of support available within school and in the local community. This will be provided via the work of the school Parent Support Worker, and by posting relevant information on the school website, school newsletter and flyers/posters etc.

Pupils will be made aware of who is available to provide them with emotional support, with their class teacher being the first person to access. Pupils are aware of the drop- in facility in the Nurture room at lunch time which gives them the opportunity to share worries and concerns with a member of the Emotional Support team on an ad hoc basis.

**Working with other Agencies**

As part of the process of providing targeted support the school will work with the following agencies where appropriate;

* Locality based Early Help Teams
* School Nurses
* Child development Centres
* CAMHS and Chums
* Sorted
* Individual Therapists
* Educational Psychologists
* Sorted Counselling Services
* Jigsaw Pupil Referral service
* Virtual School
* Children’s social services

**Warning Signs**

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Anne-Louise Kyte our mental health and emotional wellbeing lead or Clare Lewis the school SENDCo. 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 or suicide
* Expressing feelings of failure, uselessness or loss of hope
* Changes in clothing – e.g. long sleeves in warm weather
* Secretive behaviour
* Trying to avoid PE/Swimming - getting changed secretively
* Repeated physical pain or nausea with no evident cause
* An increase in lateness or absenteeism

**Managing disclosures**

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student 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 should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student’s emotional and physical safety rather than exploring ‘Why?’

All disclosures should be recorded in writing on Edukey and held on the student’s confidential file.

This written record should include:

* Date
* The name of the member of staff to whom the disclosure was made
* Main points from the conversation
* Agreed next steps

This information should be shared with the mental health lead; Anne-Louise Kyte who will store the record appropriately and offer support and advice about next steps.

**Confidentiality**

We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a student on then we should discuss with the student:

* Who we are going to talk to
* What we are going to tell them
* Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, however if there is concern for the child’s safety and well-being this information should be shared with Anne-Louise Kyte in accordance with the school’s safeguarding processes.

It is always advisable to share disclosures with the mental health lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

The decision to inform parents will be made by the Mental Health Lead/ SENDCO or other senior members of staff. They will decide who is the most appropriate person to inform the parents.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Safeguarding Lead; Anne-Louise Kyte or Safeguarding Deputy; Clare Lewis must be informed immediately.

**Working with Parents**

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

* Can the meeting happen face to face? This is preferable.
* Who should be present? Consider parents, the student, other members of staff.
* What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child’s issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you’re sharing.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g., parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child’s confidential record on Edukey.

**Working with All Parents**

Parents are often very welcoming of support and information from the school about supporting their children’s emotional and mental health. In order to support parents we will:

* Offer the services of the school Parent Support Worker
* Highlight sources of information and support about common mental health issues on our school website
* Ensure that 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 mental health policy easily accessible to parents
* Share ideas about how parents can support positive mental health in their children
* 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.

**STAFF WELL-BEING**

**Training**

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help with support from our Mental Health Lead.

As a minimum, all staff will receive regular training on recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities 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 with one or more pupils.

**Staff personal well- being**

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.

We aim to achieve this in the following ways;

* The leadership team recognise that the emotional wellbeing of staff will fluctuate due to stresses of life both in and out of work.
* The ethos of the school is such that staff can approach line managers to discuss their wellbeing and be certain of being listen to and supported when needed.
* Staff members have a responsibility to maintain where ever possible good mental and physical health. When this is not possible and their declining mental health has implications on their work performance then they have a responsibility to inform their line manager and seek professional support if necessary.
* Staff are informed and sign posted to information and advice that seeks to promote positive emotional wellbeing and work life balance. This enables them to be alert to their personal early warning signs that their mental health is suffering.
* A yearly staff survey will evaluate staff well-being and subsequent actions identified and carried out.
* Appraisals provide an opportunity for staff to discuss their work load, address any issues which they find detrimental to their mental health, and share their professional goals.
* Those staff involved on a daily basis with safeguarding and supporting emotional and mental health in children will receive monthly professional supervision.
* Whole school training events, including Safeguarding, emotional coaching etc.
* Access to appropriate external training
* Encouraging staff to leave the building by 5.30pm at the latest.
* Encouragement of social events