



Mental Health and Wellbeing Policy

January 2020

OUR FEDERATION VISION

Together we will flourish and thrive,
building on our Christian and local community, for the good of all.

Those who trust in the Lord will find new strength.
They will soar high on wings like eagles. Isaiah 40v.31



Our Federation Values are reflected within this policy as it is through our values of: *respect* for ourselves and others regardless of race, religion, gender, ability and for others: *Hope* that we will all be treated with respect and understanding.

Named mental health leads: Chris Watkinson and Carolyn Sleight

Named Governors with lead on mental health: Chris Cross and Rebecca Huby

Importance of Mental Health

At the Kite Primary Federation we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

All children go through ups and downs during their school career and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 were diagnosed with some form of mental health need which can have an enormous impact on the quality of their life, relationships and academic achievement. In many cases this can be life- limiting.

The Department for Education (DfE) recognises that: 'in order to help their children to succeed; schools have a role to play in supporting them to be resilient and mentally healthy'.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self esteem, and give positive experience for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure children are able to manage times of change and stress, to ensure they are supported to reach their potential and access help when they need it. 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children feel safe and have a sense of belonging.
- Children are able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing:

'a state of wellbeing 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 and 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
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

Purpose of this 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 to help prevent or address mental health problems
- Key information about some common mental health problems
- Where parents, staff and children can get further advice and support

Links to other policies

This policy links to our Federation policies on Safeguarding, Anti-Bullying, SEND, Equality and Behaviour. Linking with the Federation's Behaviour policy is especially imperative because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to a recognised mental health need.

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more robust, 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, 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.

Staff roles and responsibilities, including those with specific responsibility

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 problem, such as: physical long term illness, having a parent who has mental health problem, death and loss, including loss of friendships, family breakdown and bullying. Staff 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 (*see appendix 1 on risk and protective factors*).

Our Inclusion lead for Social, Emotional and Mental Health Needs

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about mental health
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them.

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 own Senior Leadership team
- Our own Inclusion Leadership team
- Our Safeguarding/Child protection Lead
- School support staff employed to manage mental health needs or particular children
- Our SENCo who helps staff understand their responsibilities to children with special educational needs and disabilities, including children whose mental health problems mean they need special educational provision
- The Nottinghamshire and Bassetlaw Healthy Families Team

Supporting Children's positive mental health

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

Pupil led activities

- Campaigns and assemblies to raise awareness of mental health.

Transition programmes

- Transition Programme to secondary school which includes Year 6 children having a staff mentor to support a smooth transition to secondary school

Class activities

- Class Dojo a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class and at home through a parent app
- Worry boxes- a mechanism where children can anonymously share worries or concerns in class
- Mental Health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times

Whole school

- Termly mental health lunches with lunches- Governor Lead for Mental health and wellbeing joins staff for lunch to talk about mental health issues and do ongoing promotion.
- Wellbeing week- whole school focus on doing things which make us feel good.
- Displays and information around the school about positive mental health and where to go for help and support

Small group activities

- Nurture groups
- Resilience Training
- Small group intervention to improve children's communication skills around turn taking dealing with issues and resolving conflict
- 1:1 as advised by teachers

Teaching about mental health and emotional well being

Through PSHE 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.

EYFS & Key stage1 children learn:

- To recognise , name and describe feelings including good and not so good 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 and the associated feelings (including moving home, losing toys, pets and friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, 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 good and not so good feelings

- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something
- 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 themselves.
- About the importance of talking to someone and how to get help

Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to
- 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 escalation. We do this in different ways including:

- ECM (Every Child Matters file) to identify individuals that might need support
- Analysing behaviour (including attendance) patterns
- Using Leuven scales to identify children in EYFS who may need support
- Staff report concerns about individual children to the relevant lead persons
- Worry boxes in the school hall for children to raise concerns which are checked by the Class teachers and Mental Health lead (these are anonymous but give an indication of needs in particular classes regularly).
- Pupil Progress Review meetings termly
- Regular meetings (weekly) for staff to raise concerns
- A parental information and health questionnaire on entry to the schools
- Gathering information from a previous school at transfer
- Parental meetings for EYFS
- Enabling children to raise concerns to any member of staff
- Enabling parents and carer to raise concerns to any member of staff

All staff at The Kite Primary Federation have had training on the protective and risk factors (see Appendix 1), types of mental health needs (Appendix 2) and signs that a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or SENCo.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievements
- 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 get changed for sports or swimming
- Wearing inappropriate clothing for the weather e.g. long sleeves in hot weather
- Drugs or alcohol misuse
- 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 and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental 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 give advice. Staff make it clear to all children that the concern will be shared with the Mental Health Lead or Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed summary of disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Mental Health 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	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 <i>For example</i>	Monitoring
The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children		
Highest Need	CAMHS- assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out

	If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEN policy and SEN School Information Report	<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	Access to in school nurture group, family support worker, Healthy Schools team, educational psychologist, 1:1 intervention, skills for life/wellbeing programmes, circle of friends	<p>Children and Parents /carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact. If needed a different kind of support can be provided</p> <p>The Care Plan is overseen by the Mental Health Lead</p>
Low Need	General Support: e.g. Healthy Family team drop in's, class teacher/TA	

Children are informed that the Inclusion Lead for Social, Emotional and Mental Health is available when a pupil is dissatisfied with the level of care and support.

Support for friends

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 are not sure of the best thing to do and may also be emotionally affected. In the case of situations such as eating disorders or self-harm it is possible that friends may learn unhealthy coping strategies from each other. We will consider on a case by case basis what support may be appropriate including 1:1 and/or group support.

We will involve the pupil who is suffering and their parents if necessary. We will consider what is helpful for friends/peers to know or not know. Consideration will be given as to how best friends can support, what they should and shouldn't do and say which may inadvertently cause further upset

Support for children after inpatient treatment

We recognise that some children will need ongoing support and the Inclusion Lead for Social, Emotional & Mental Health Needs 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.

Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil's mental health needs require support from a specialist service. These needs may include (but not be limited to) anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support we will have regular contact with the service involved 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 Mental Health Lead or the SENCo 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
CAMHS	Assessed through school, GP or self-referral
Ed Psyc	Assessed through the SENCo

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).

Involving parents and carers

Promoting Mental health

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 first entry to the school, our parent's meeting 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 may think may have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (*See appendix 1*).

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 send out information to inform parents/ carers on protective and risk factors including social media
- We provide information and websites on mental health issues and local wellbeing and parenting programmes linked websites for parents on mental health and resilience, which can be accessed on the Federation website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support themselves.
- We include the mental health topics that are taught in the PSHCE curriculum section, on the Federation website.

Supporting parents and carers with children with mental health needs

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, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (*in almost all cases, parents and carers will be involved with their child's interventions, although there may be circumstances when this may not happen, such as when child protection issues are identified*).
- Offer information to take away 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.

We would always inform parents and carers if we considered their child at risk of danger. We would encourage children to tell their parents and carers themselves with the option of accompanying them or 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 therefore in the rare event that parents and carers are not accessing services to assist their children 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.

Involving children

We ask children's views about our approach, curriculum and in promoting the whole school mental health activities.

We always seek feedback from the children who have had support to help to improve that support and the services they received.

Supporting and training staff

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. Our Mental Health Leads are qualified 'mental health first aiders'.

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. Drop in sessions with the linked governors provide opportunities for staff to chat to governors about their concerns and help governors to monitor how staff in general are feeling. Staff also have access to Nottinghamshire's counselling service.

Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office.

The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health with advice and guidance from specialist services supporting the Federation and Governors where necessary.

Appendix I Protective and Risk Factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self- esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect •
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss- including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship of the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influence • Peer Pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole- school approach to promoting good mental health (including staff code of conduct) • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio- economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living

	<ul style="list-style-type: none"> • Other significant life events 	<ul style="list-style-type: none"> • High morale school with positive policies for behaviour, attitudes, and anti- bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Appendix 2 Sources of support and information

For National information:

<https://youngminds.org.uk/> Charity committed to improving emotional well being and mental health of children and young people. Resources and a helpline is available.

<https://www.minded.org.uk/> Free e- learning and guidance for professionals and families

<https://www.childline.org.uk/> NSPCC confidential service.

<https://www.nhs.uk/conditions/> Information on the NHS on mental health disorders in alphabetical order

<https://www.beateatingdisorders.org.uk/> Advise on supporting someone with an eating disorder

<https://www.nhs.uk/oneyou/every-mind-matters> Looking after your mental health

<https://www.kooth.com/> Free, online counselling, support and advice to children and young people aged 10 to 25 across Nottinghamshire

<https://www.anxietyuk.org.uk/> Anxiety UK resources and contacts

<https://www.beateatingdisorders.org.uk/> Eating disorder charity