

Mental health and well-being policy (Draft)

Arunside Primary School



Approved by: Rhoda Hatton H&S Governor

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Last reviewed on: New Policy

Next review due by: March 2025

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)

Scope

This document describes the school's approach to promoting positive mental health and well-being for staff and pupil.

- **Section one** is intended as guidance for all staff, including non-teaching staff and governors when supporting pupils and advising parents.
- **Section two** specifically details the school's approach to promoting positive mental health and well-being for staff.

The policy should be read in conjunction with our medical policies in cases where a pupil's mental health overlaps with or is linked to a medical issue or the SEND policy where a student has an identified special educational need. Please refer to section on 'Linked Policies' for details of all associated policies.

Aims

At Arunside, we aim to promote positive mental health for every member of our staff and all our pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill-health.

We know that children who feel happy and secure are more able to achieve and thrive within school and the wider community, we deeply care about each individual, and recognise the uniqueness of every child. In an average classroom, three children will be suffering from a diagnosable mental health issue¹ and we therefore hope that by developing and implementing a practical, relevant and effective mental health policy, we can promote a safe and stable environment for all affected either directly or indirectly, by mental ill health. The purpose of this document is therefore to provide a framework for procedures and responsibilities to support the health and well-being of all at Arunside.

Roles and Responsibility

- The promotion of positive mental health and well-being and raising the achievement of all pupils at Arunside is the responsibility of all staff and governors.
- The headteacher and senior leadership team will demonstrate through their personal leadership the importance of this policy, ensuring all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this policy and will assess and monitor its impact annually and review in full every three years
- Staff will be expected to know what their responsibilities are in ensuring that the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how the policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing the policy in partnership with the school.

Whilst all staff have a responsibility to promote the positive mental health of pupils, staff with a specific, relevant remit include:

- Donna Jagger - designated safeguarding officer, First Aid lead and CPD lead
- Anna Hadden - mental health and emotional well-being lead

¹ The Charlie Waller Memorial Trust

- Elaine Catterall – Play therapist (services contracted by the school – on secondment until September 2022)
- Victoria Coward – designated safeguarding governor

Any member of staff who is concerned about the mental health or well-being of a pupil should speak to the mental health and emotional well-being lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding officer. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the lead first aid member of staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by our mental health and emotional well-being lead. (A pupil may also be referred to CAMHS through their GP, which would be independent of the school)

Section one – Pupils

We pursue the above aims using both common, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. We will:

- Promote positive mental health in pupils
- Increase understanding and awareness of common mental health issues on an age appropriate basis
- 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 pupils suffering mental ill-health and also to their peers and parents or carers

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

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

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others safe and physically and mentally healthy are included as part of our PE and PSHE input throughout our curriculum work.

The specific content of lessons will be determined by the specific needs of the cohort being taught, but there will always be an emphasis on enabling pupils 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](#)² to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner which helps rather than harms the pupils.

Signposting

Staff, pupils and parents are offered a list of the different sources of support available within the local community and these are outlined in [Appendix A](#). Much of this support is access through SENDCO referrals.

We will display relevant sources of support in communal areas such as the library, the ICT suite and toilets and will regularly highlight sources of support available to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the opportunity for help-seeking by ensuring pupils understand:

² [Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#)

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional well-being issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with our mental health and emotional well-being lead and DSL

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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
- 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
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

When it is suspected that a pupil is having mental health difficulties, support will be put in place through a graduated response process as follows:

- Assessing the child's needs
- Constructing a **plan** to set out how the pupil will be supported
- Undertaking the **action** necessary in order to provide that support, and
- Regularly **reviewing** to assess the effectiveness of the provision and determine the changes necessary

[Appendix B](#) offers examples of protective factors that, when available in school may enable pupils to be resilient if problems and challenges are being encountered.

Managing disclosures

A pupil 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 pupil 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-judgmental.

Staff should listen rather than advise and the first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'. For more information about how to handle mental health disclosures sensitively see [Appendix C](#).

All disclosures should be recorded in writing and held on CPOMs. 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 and emotional well-being lead, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

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

- 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 pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent and in such situations, confidentiality must never be promised, but reassure the child that they have done the right thing, explaining you will have to share the information discussed with the designated safeguarding lead and the reasons why.

It is always advisable to share disclosures with a colleague, usually the mental health and emotional well-being lead. This helps to safeguard the emotional well-being of the member of staff receiving the disclosure because they no longer remain solely responsible for the pupil; it ensures continuity of care in the school's absence; and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them their thoughts on the most appropriate member of staff with whom the information should be shared.

In certain circumstances information must be shared with parents, and pupils may choose to tell their parents themselves. We should always give pupils the option of us informing parents either for them or with them, facilitated through discussions with parents, child and school

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the designated safeguarding officer must be informed immediately.

Working with the School Councilor

The Play Therapists remit is to provide emotional and mental well-being support to the whole school community, including all Staff, pupils, and their families. Their primary role is to support and work with individual children (and their parents where appropriate) who have been identified with an emotional or mental health issue that requires psychotherapeutic intervention. All children requiring specific, individual support are referred to the Play Therapist via the mental health and emotional well-being lead. This is to ensure, that an assessment of the child's overall needs has first identified which interventions are likely to be most appropriate. Parents and Staff can also access drop in sessions with the Play Therapist to support the child and to support personal mental health issues. Offering support to the whole school community is a vital part of supporting children's mental well-being.

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 (on a case by case basis):

- Holding a face to face meeting - this is preferable.
- The location of the meeting – this could be at school, or somewhere neutral.
- Inviting the most appropriate people – consideration will be given to parents, the pupil, other members of staff.
- Giving clarity to the aims of the meeting

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call at the end of an initial meeting, as parents often think of many new questions as they process the information. Each meeting should finish with the next steps being agreed and a brief record of the meeting should always be kept on the child's confidential record.

Parents are often very welcoming of support and information from the school on how they might support their child's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues within our school
- Ensure that all parents are aware of who to talk to, and how to go about this if they have concerns about their own child
- Make our mental health and well-being policy available on the school website
- Share ideas about how parents can support positive mental health in their children through our regular information session
- 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

If there are parental concerns or worries, parents are encouraged to talk to their child's class teacher initially. These discussions may need to be followed up by the SENCO or the headteacher/deputy headteacher, whose doors are always open. All discussions are treated as confidential, however, Child Protection procedures must always be followed where appropriate.

Other Parental Engagement

In addition to the above, the school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject Focus evenings, sports and theme weeks and concerts/music events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how and 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 which friends may need additional support.

Support will be provided either in one to one or group settings and will be guided by conversations with the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Based on what the pupil wants, we will do our best to support their friends in school.

To promote well-being within the school, we strengthen the pupil voice through:

- A democratic process for the election of the school council representatives with timetabled meetings times for members
- Consultation with the school council and a Pupil Mental Health and Well-Being policy has been developed. This is shown in [Appendix D](#) but will also act as a stand-alone document on our website.
- Continuous consultation with the school council about change and policy development

Working with Outside Agencies:

Arunside School maintains close links with various outside agencies involved in the care of children. These include:

- The Special Needs Team
- The Attendance Team
- Speech and Language Therapy Team
- Education Psychology Service
- Children's Social Care
- The Learning Behaviour and Advisory Team
- Integrated Prevention and Earliest Help Team

We also maintain a very close working relationship with the school nurse and health visitors and will aim to run workshops to support parents. These can be accessed through IPEH services for parenting programmes and through our SENCO's signposting. Information is sent to parents via School Comms and will also appear on the calendar of our website.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues. The [MindEd learning portal](#)³ provides free online training suitable for staff wishing to know more about a specific issue.

For those who wish to learn more about mental health, we will store on the staff 'Shared' drive any available follow-up details of any training notes/sessions.

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.

Where the need to do so becomes evident, we will host twilight training sessions with links to the WHSN Primary Health Worker for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the SENCo/well-being lead or safeguarding leads who can also highlight sources of relevant training and support for individuals as needed.

The [Charlie Waller Memorial Trust](#) provides funded training to schools on a variety of topics related to mental health including twilight, half day and full day INSET sessions.

Linked Student Related Policies:

- Behaviour Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- On-Line Safety Policy
- Teaching and Learning Policy
- Medicines in School Policy
- Accessibility Plan
- First Aid

Section Two – Staff

Arunside School provides a working environment in which staff are able to carry out their duties effectively and where well-being is supported. This policy applies to all employees working at Arunside School and all staff are encouraged as individuals, to accept responsibility for their own mental, physical and emotional well-being.

As an employer, the School has a duty of care to ensure the health, safety and welfare of all its employees as far as reasonably practical. It is also required to have in place measures to mitigate as far as practical factors that could harm employees' physical and mental well-being, which included work-related stress. This duty extends only to those factors which are work-related and within the School's control.

³ www.minded.org.uk

This policy accepts the Health and Safety Executive definition of work-related stress as “the adverse reaction a person has to excessive pressure or other types of demand placed on them”. There is an important distinction between ‘reasonable pressures’ which stimulate and motivate and ‘stress’ where an individual feels they are unable to cope with excessive pressure or demands placed upon them.

Aims

The aims of this section of the policy are to:

- comply with all statutory requirements
- develop and maintain a positive health and safety culture through regular communication and consultation with staff on health and safety matters.
- develop an open culture in which mental, physical and emotional well-being is taken seriously and in which staff are supported in order that they may seek any help and support they need.
- ensure that all staff are aware of the policy through regular promotion on staff notice boards and electronic systems.
- identify the hazards that could lead to poor staff health and well-being and reduce these where possible.

Responsibilities

West Sussex HR department provide the necessary professional advice, support and training to the school and the governing body as and when required. They also assist with the referral of staff to Health Assured, the occupational health provider where counselling or mediation will be available when appropriate. Furthermore, they assist in the formulation of return-to-work programmes and provide advice on the implementation of statutory requirements.

The governing body will ensure this policy is implemented and that procedures are in place to:

- recognise and deal with the issue of common mental and physical health problems - these will include:
 - consideration of the organisation of work
 - health risk assessment where appropriate
 - early recognition for staff with common mental and physical health problems (which may require training)
 - interventions that include short-term rehabilitation and return-to-work plans and longer-term reasonable adjustments.
- Create an environment where staff feel comfortable asking for help.
- allow early intervention and provision of consistent support.
- clearly identify individual staff roles and responsibilities
- ensure that school policies are assessed for workload impact.

The headteacher, the senior leadership team and all those with line management responsibility will:

- Recognise the value of good management practice with systems in place to effectively manage staff and encourage a partnership approach with staff, workplace unions and the school’s health and safety committee.
- Attend regular training on health and well-being in schools.
- Foster a supportive work environment, operating in a fair and consistent manner, where co-operation, trust and mutual respect are at the forefront and where all individuals are treated with dignity. For more information about how to handle mental health disclosures sensitively see [Appendix D](#).
- Promote a healthy workplace and practices that ensure that members of staff are able to develop a healthy mind.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities. It might also include those suffering chronic illnesses, and the death of a close friend or family member.
- Follow agreed procedures when there are concerns or absences due to work related stress and other mental-health problems.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.

- Ensure that all staff have access to regular training sessions on health and well-being in schools, including practical sessions to deal with mental, physical and emotional well-being issues, and that they are given the appropriate time and resources to undertake this.
- Carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate and providing time out of class when staff have urgent reports/deadlines to complete
- Demonstrate commitment, via systems and practices in place at Arunside School, to employees maintaining a good work/life balance, and ensure that such practices are communicated to all staff.
- Manage the sources of stress at work which may affect staff, including (demands, control, support, relationships, role and organisational change) and anticipate likely problems; taking action to reduce the effects of these pressures where possible.
- Communicate work-life balance practices to all staff and manage pressures which may affect staff and anticipate likely problems, taking action to reduce the effects of these pressures where possible including time out of school for staff to attend their own children's concerts and sporting event
- In consultation with the workplace unions, conduct an annual survey of staff, including a section on health and well-being, and share and act upon results.

Staff will:

- Seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager or named individual.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider well-being support mechanisms offered through the school e.g. counselling through HR support.
- Consider attending training on health and well-being issues where they feel that this is appropriate.
- Where possible, be watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

Occupational Health

Arunside School has access to the West Sussex Employee Assistance Programme which can help employees, their partners or children (aged 16 – 24 years' old who are living at home and in full time education) deal with personal problems that might adversely impact on work performance, life, health or well-being. This will enable an employee to discuss any concerns about their health and well-being with a nurse or doctor trained in occupational medicine. This is an opportunity to discuss any health condition and get feedback about managing or improving that condition to help an employee to carry out their duties or return to work. The free service is delivered by Health Assured, an independent external organisation. Support is provided by fully trained and qualified Counsellors who will provide emotional support. The support given is confidential and will not be shared with the employer/Governing Body or members of staff at Arunside. Contact details are provided in [Appendix A](#).

Policies and Procedure

A number of policies and procedures are also relevant in relation to this duty.

These include:

- Attendance and Absence Management Policy;
- Stress Management Policy;
- Health and Safety Policy;
- Equality of Opportunity Policy;
- Anti-Bullying Policy/Procedure;
- Harassment Procedure;
- Grievance Procedure;
- Whistleblowing Procedure.

Other policies contribute to staff well-being by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

- Financial Probity Policy;

- Pay Policy;
- Performance Management Policies for Teaching and Support Staff;
- Information, Records and Copyright: Policies and Procedures;
- Behaviour Policy;
- Safeguarding Children;
- Shared Parental Leave Policy [may also add maternity/paternity/adoption policies];
- Secondment Policy;
- Continuing Professional Development Policy;
- Disability Leave Policy;
- Flexible Working Policy;
- Alcohol/Drug Abuse Policy.

All policies are available on the staff shared drive.

Policy Review

This policy will be reviewed every three years. The next review will be undertaken in **March 2025**. Additionally, the effectiveness of this policy will be monitored annually by governors and may be updated as necessary from time to time.

If you have a question or suggestion about improving this policy, these should be emailed to our mental health and emotional well-being lead, (ahadden@arunside.school)

Section Three - Monitoring/Review

The Governors are committed to reviewing the impact of the Mental Health and Well-being policy as part of a rolling program which will include consideration of:

- School policies
- The school's ethos
- Child/staff/volunteer well-being
- Staff/governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally either formally or informally
- The number of external referrals to health services or social care
- Training and developments internally in safeguarding, mental health and well-being and Inset training
- Induction and professional development of staff and volunteers

Additional support available:

Staff, pupils and parents are alerted to the different areas of support available, some of which, for parents and pupils is access through Mental Health and Well-being Lead referrals:

Local Areas of Support	Aimed at	Contact Details
The West Horsham Schools Network employ a primary mental Health worker to build the capacity of our schools to effectively support our young people with emotional and mental health issues	Schools	WHSN
School Nurses:	Schools/Parents/Pupils	Referrals via Mental Health and Well-being Lead
GPs	Pupils/Parents	Direct through surgery or referrals via Mental Health and Well-being Lead
NHS services	Pupils/Parents	Direct through surgery or referrals via Mental Health and Well-being Lead
Social Communication team	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Learning, Behaviour Advisory Team	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Educational psychology services	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Local Health and Well-being boards	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Trained Professionals working in CHAMS	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Voluntary Organisations	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Integrated Prevention and Earliest Help	Pupils/Parents	Referrals via Mental Health and Well-being Lead
Ethnic Minority and Traveler Achievement Service	Pupils/Parents	Referrals via Mental Health and Well-being Lead

Other Sources of Advice, Support or Expertise	Aimed at	Contact Details
Social Workers	Schools/Parents/Pupils	Referrals via Mental Health and Well-being Lead
Counsellors	Pupils/Parents	Referrals via Mental Health and Well-being Lead

Mental Health Resources for Children:

This is the 'go to' website for Staff seeking support and advice about a child's mental health issue. There is a CAMHS consultation line that can offer advice.

<https://www.westsussexscb.org.uk/children-young-people-2/>

Tel: 0330 222 7799

Email: iscb@westsussex.gov.uk

The following is an extract:

Children's Mental Health

Mental health concerns in children, young people and their parents can have a significant impact on children's safety and well-being.

- See our pages on working with [children and people who self-harm](#)
- See our pages on the [Child and Adolescent Mental Health Service \(CAMHS\)](#)

See below for guidance on child protection and parental mental health

- [Child Protection and Parental Mental Health: good practice guide](#)
- [Child Protection and Parental Mental Health: protocol](#)

Training in supporting children's emotional well-being and mental health is available for practitioners across the multi-agency workforce through [Coastal West Sussex Mind](#).

Info for Teaching Staff:

<https://www.annafreud.org/> - *The School in Mind research project provides resources and information for teachers and allied professionals to support children with Mental health.*

Support for children:

[Young carers - West Sussex County Council](#)

<https://www.westsussex.gov.uk/education-children-andfamilies/young-carers/>

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

ChildLine:

Resource for children:

You can also talk to [ChildLine](#) You can talk to them about anything. No problem is too big or too small.

You can contact ChildLine in loads of different ways, whether that's by going online and using the [1-2-1 chats or emailing](#), or by calling for free on **0800 1111** (the calls won't even show up on the phone bill).

<https://youngminds.org.uk> - online information/support for children and young people

Support for Parents

<https://www.home-start.org.uk> - leading charity helping vulnerable families with young children

Domestic abuse:

<https://www.westsussex.gov.uk/.../domestic-abuse/local-support-for-people-being-abu...>

Drug and alcohol abuse:

<https://www.changegrowlive.org/content/drug-alcohol-wellbeing-network-north-team-crawley-horsham-mid-sussex>

Adult Mental Health

<https://www.samaritans.org>

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

Bereavement:

<https://www.cruse.org.uk/get-help/local-services/south/west-sussex> - grief counselling

<https://www.sands.org.uk> - Charity supporting families following Stillbirth and neonatal death

Mental Health Resources for Staff:

West Sussex Employee Assistance Programme can be accessed by phone (0800 030 5182) 24-hours a day, 365 days a year or on-line (www.healthassuredeao.co.uk/home).

Protective factors that, when available in school, may enable pupils to be resilient when encountering problems and challenges:

- Clear policies on behaviour and bullying
- Staff behaviour policy, also known as a code of conduct
- 'Open door' policy for children to raise problems
- A wholes-school approach to promoting good mental health
- Good pupil to teacher/school staff relationships
- Positive classroom management
- A sense of belonging
- Positive peer influences
- Positive friendships
- Effective safeguarding and Child Protections policies
- An effective early help process
- An understanding of the school's role in being part of effective multi-agency working
- Appropriate procedures in place to ensure staff are confident to raise concerns about policies and processes and know that these will be dealt with fairly and effectively

Handling a mental health disclosure sensitively.

We are determined that our school will be a place where children feel able to talk to a trusted adult if they are concerned.

We are also determined that all staff, including volunteers, will know how to respond appropriately should a child wish to disclose a mental health issue with them and the following advice should help:

1. When a child makes contact to discuss a situation that may be of concern, it is important that the child is aware that you may need to share the information with the designated safeguarding lead.
2. Accept what the child says
3. Stay calm, the pace should be dictated by the child without them being pressed for detail. It is our role to listen
4. If more information is needed, staff are asked to use open questions such as “describe what happened?” “tell me what happened?”
5. Use age appropriate words, avoid jargon or terms the child may well not understand.
6. Be careful not to burden the child with guilt by asking questions like “Why didn’t you tell me before?” but you could ask ‘Have you spoken to anyone else about this?’
7. Acknowledge how hard it was for the child to tell you
8. Do not promise confidentiality, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why and, depending on the child’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now.”
9. If you are in any doubt as to whether to refer the matter speak and discuss with DSL.

Pupil mental health and well-being policy

This pupil mental health and well-being policy has been drafted by the members of the school council whose aim it was to set out a policy that could be understood by pupils of all ages within our school community.

Purpose

Arunside Primary School seeks to promote and support the health and well-being of all pupils and will provide education and care that recognises the individual needs of every child and that the health and welfare of our pupils is paramount. We know that children who feel happy and secure are more able to achieve and thrive within school and the wider community. We deeply care about each individual, and recognise the uniqueness of every child. The purpose of this policy is to provide a framework for procedures and responsibilities to support the health and well-being of all our pupils.

Aims

The school aims to serve its community by providing education of the highest quality embedded in the context of our school ethos and practices. It encourages an understanding of the meaning of well-being and promotes British values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child, within a safe, secure and positive learning environment, in which all learners can thrive.

Our Well-being Curriculum

Our values encourage us to find ways to show care, courtesy (good manners) and concern to others in our daily lives. They include the need to be caring and kind, to be resilient, to be ambitious and to be proud of ourselves and respect others. We use a metacognition project, where children receive the right to have a Beanie Boo on their table if they show different skills or values and evidence that that they 'think about their thinking'.

To encourage children to celebrate their outside school achievements, we ask children to bring in any certificates/awards/ trophies/medals/badges etc.

We provide many opportunities which encourage pupils to have responsibilities in school in their roles as House Captains, School Councillors, Eco-Council, School Librarians, Ambassadors and Play Leaders and we encourage children to take initiative through volunteering and fundraising projects. Each class also have classroom monitors undertaking tasks such as handing out books, looking after plants and milk monitors duties.

Health, Safety and Safeguarding

Our children have the right to feel safe and free from risk of harm. As a school, we seek to actively promote a happy and a healthy lifestyle, and acknowledge the importance of positive mental health as a key factor in achieving this. We seek to achieve this through our PSHE and Well-being Curriculum, as well through events such as Anti-Bullying activities, E-safety lessons and teaching the pupils focusing breathing techniques. In appropriate lessons, teachers also give safety instructions before starting tasks. We run many after-school clubs

which promote health and fitness, including cross-country and Rounders.

A Listening School

All our children are encouraged to feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff will respond to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies. We also wish to be open to parents and their views, concerns and comments. The Headteacher and staff are always willing to meet with parents to discuss any issues.

Getting On and Falling Out

Children have disagreements at times - like all human beings, but our focus is always placed upon reaching a positive conflict resolution. The member of staff on duty at playtimes resolves minor difficulties, worries or upsets involving any child, which stem from within the classroom or arise in the playground. The child (or children) concerned participates in any discussion about an incident. These incidents may be reported to the child's class teacher if appropriate. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, will be referred to the Head Teacher or member of the Senior Leadership Team. A child's parents or guardians are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone call, email or letter.

Bullying

As part of the Behaviour Policy, the school has a very clear expectations regarding any incidents of bullying. **All forms of bullying behaviour are unacceptable and will not be tolerated.** Pupils and parents should feel free to talk to a member of staff at any time about this issue.

Healthy Lifestyles

The school's curriculum promotes two hours of quality Physical Education each week. This is often added to through extra-curricular activities. We encourage meaningful play at playtimes, through the use of suitable toys and equipment. The Science curriculum also promotes healthy lifestyles through a deeper understanding of our bodies. Children are encouraged to bring in a piece of fruit or a vegetable or a plain biscuit for their breacktime snack. They are also encouraged to have a healthy lunch. EYFS and KS1 also have free fruit/vegetables provided.

Medical Needs/ Accidents and Injuries

All accidents/minor bumps are reported to the member of staff in their classroom or the member of staff on duty at playtimes. A bumped to the head is recorded in the accident log and parents are notified where necessary. The majority of staff are trained in first aid and hold valid certificates. Accidents of a more serious nature, are communicated to parents as soon as possible.

Useful Websites

ACAS www.acas.org.uk

Information on stress, and employer and employee rights, in the workplace

Alcoholics Anonymous www.alcoholics-anonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Carers UK www.carersuk.org

The voice of carers

CBI www.cbi.org.uk

Guidance to businesses on managing stress at work

Department of Health www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Dignity at Work Partnership www.dignityatwork.org

Information and guidance on bullying in the workplace

The Equality and Human Rights Commission www.equalityhumanrights.com

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread www.gingerbread.org.uk

Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

HSE <http://www.hse.gov.uk/stress/standards/>

Information on the stress management standards

Local Government Employers www.local.gov.uk

Guidance for all councils on stress prevention and management

Mindful Employer www.mindfulemployer.net

Information and guidance on managing stress and mental health in the workplace

NASUWT www.nasuwt.org.uk

Information on a whole range of issues related to stress and well-being

NHS 111 <http://www.nhs.uk/111>

National Health Service advice and guidance on health matters

Princess Royal Trust for Carers <http://www.carers.org>

Here to improve carers' lives by fighting for equality and recognition for carers.

Relate <http://www.relate.org.uk>

UK's largest provider of relationship counselling and sex therapy.

Samaritans <http://www.samaritans.org>

Offers confidential, non-judgmental support to individuals.

Teacher Support Network

<http://teachersupport.info>

Work Life Balance Centre <http://www.worklifebalancecentre.org>

Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.

World Health Organisation http://www.who.int/occupational_health/publications/en/oehestress.pdf
Publication on work organisation and stress.

Additional Reading

Mental Health and Behaviour in Schools – November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Facts4Life - redefining health education (for Parents and Carers)

<https://facts4life.org/for-parents-carers/>