DAME DOROTHY PRIMARY SCHOOL AND DAYCARE

MENTAL HEALTH & WELLBEING POLICY

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Headteacher	*I Williamson*
Chair of Governors	*C Stafford*

Mission Statement

"We strive to provide a safe and happy environment where children are encouraged to be creative, resilient and hard working

At Dame Dorothy Primary School we have high expectations for all pupils regardless of their starting point. Learning is at the core of all we do making full use of the places around us."

Named mental health lead: Ashley Baker

Named governors with lead on mental health: F Regan / L Thompson

1. Why mental health and wellbeing is important

At Dame Dorothy Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and 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 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". School staff cannot act as mental health experts and should not try to diagnose conditions. However, they will ensure clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

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 experiences 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.

Things that school can do for all pupils, as well as those at risk of developing mental health problems are to intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or 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.

School has in place arrangements which reflect the importance of safeguarding and promoting the welfare of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of their responsibilities, as set out in statutory guidance (Part 1 of KCSiE 2018 and in Working Together to Safeguard Children 2018).

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 have a sense of belonging and feel safe
- Children feel 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 and parental mental health and wellbeing.

The school also recognises that as set out in Chapter 6 of the statutory SEND 0-25 years Code of Practice, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed and are aware of their duties under the Equality Act, recognising that some mental health issues will meet the definition of disability.

2. Purpose of the policy

There is no requirement on schools to have a standalone mental health policy, Dame Dorothy recognises the importance of Mental Health and wellbeing and have created this policy to ensure understanding of issues and to promote positive mental health and wellbeing. The culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing.

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

3. Definition of mental health and wellbeing

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

"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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/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

4. How the policy was developed and who was consulted

The development of this policy was led by our Lead for Social, Emotional & Mental Health Needs and SENDCO, in consultation with children, staff, parents and governors. Advice and guidance was also taken from the Local authority.

In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015
- Preparing to teach about mental health, PSHE Association 2015
- Mental Health and Behaviour in Schools, DfE 2018
- Supporting children with medical conditions, DfE 2015 (as amended in 2017)

5. Links to other policies

This policy links to our policies on Child Protection, Equality, Medical Conditions, Anti-Bullying, SEND, Accessibility and Peer on Peer Abuse policy. Links with the school's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

6. 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 resilient, 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, and 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.

7.   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 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. Schools are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They 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 & Mental Health Needs and SENDCO

•   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 Safeguarding/Child Protection Lead
•   Our Phase Leaders
•   School support staff
•   Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
•   Our School Nurse

School is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

8. Supporting children' positive mental heath

We believe the school has a key role in promoting children positive mental health and helping to prevent mental health problems.

Surveys (DfE – Pupils and their parents or carers omnibus Wave 1 survey) show that a large proportion of pupils and families are not aware of the mental health support available in their school; and many indicate that the information on what the school provides is one of the most useful resources to support their child's mental health. It is important that schools make all aware what support is available.

Our school has developed a range of strategies and approaches including but not limited to:

Pupil-led activities
• Assemblies - to raise awareness of mental health from School Council.
• Peer Mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
• Young Leaders – a lunchtime group supporting younger children at lunchtime

Transition programmes
• Transition Programme to secondary schools which includes all Year 6 children having a smooth transition

Class activities
• Praise and reward mechanisms where children can be praised for certain duties, tasks or things they have done and have them celebrated in class
• Worry Boxes - a similar mechanism where children can anonymously share worries or concerns in class
• Circle Time (SEALS)

Whole school
• Termly Mental Health Breaks - Lead for Mental Health runs breakfasts for staff 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
• Staff mental health leaflet
• Termly alternative staff meeting which focus on working together socially whilst team building
• Listening to Child and Parental Voice

Small group activities
• Nurture groups including Friends groups

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 Stage 1 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 or 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 might 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 of this themselves
- About the importance of talking to someone and how to get help

9. 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 things getting worse. We do this in different ways including:

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Staff report concerns about individual children to the relevant lead persons. (CPOMS)
- Worry boxes in each class 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 for staff to raise concerns. (Team meetings)
- A parental information and health questionnaire on entry to the school
- Gathering information from a previous school at transfer
- Parental meetings in EYFS
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff

All staff at Dame Dorothy have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil or another staff member or parent is experiencing mental health problems. Any member of staff with concerns will take this seriously and talk to the Mental Health Lead or the SENDCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- 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 do PE or get changed for PE
- Wearing 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 Policy and 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-judgemental 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 advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the 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 the disclosure and next steps.

Staff recognise that many children do not acknowledge or disclose their caring responsibilities and families may not identify their children as 'carers' due to fear, shame or stigma or because caring has become a normative part of family life. The nature and intensity of young carers' responsibilities can often severely impact their own health, social, economic, mental and educational wellbeing.

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 The level of need is based on discussions at the regular review meetings/panel with key members of staff and involves parents and children	Evidence-base Intervention and Support-the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children *For example*	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies, early help Other external agency supports Other interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND Policy and SEN School Information Report.	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out - The needs of the children - How the pupil will be supported? - Actions to provide that support - Any special requirements Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact The Support Plan is overseen by the Mental Health Lead and SENDCO
Some need	Access to in School Nurture Group, School Nurse, 1:1 intervention, small group intervention, skills for life/wellbeing programmes	
Low need	General support E.g. School Nurse drop in, class teacher/TA,	

10. 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 might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service 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 SENDCO 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
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead or SENDCO

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).

11. 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 think might 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 organise a range of after school clubs to promote risk factors:
- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the school's website and the reception area. 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 for themselves
- We include the mental health topics that are taught in the PSHE curriculum, on the school's website under mental health

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 in their children's interventions, although there may be circumstances when this may not happen, such as where 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.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and 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, and in the rare event that parents and carers are not accessing services 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.

Whilst it is good practice to involve families wherever possible, in some circumstances the child may not wish to have their families involved with any interventions or therapies they are receiving.

Evidence shows that where support is provided to help manage behaviour at home, alongside work being carried out with the child at school, there is a much greater likelihood of success in reducing the child's problems, and in supporting their academic and emotional development. Many support services will provide this support as well as that for the child.

12. Involving children

Every year we train up a group of children as our School Council who lead on whole school campaigns such as health and wellbeing.

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

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

13. 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.

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, such as having a dedicated mental health break every term where advice from our Mental Health Lead is available and alternative staff meetings.

14. 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. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendix 1 Protective and Risk factors *(adapted from Mental Health and Behaviour DfE March 2016)*

	Risk Factors	**Protective Factors**
In the Child	- Genetic influences - Specific development delay - Communication difficulties - Physical illness - Academic failure - Low self-esteem - SEND	- 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 a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the Family	- 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	- At least one good parent-child relationship (or one supportive adult) - Affection - Clear, consistent discipline - Support for education - Supportive long term relationship or the absence of severe discord

In the School	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Where vulnerable pupils or groups are identified within the school, provision is made to support and promote their positive mental health. Abuse, neglect, exploitation and a range of adverse parental, familial and contextual circumstances are identified risk factors for mental health problems, often experienced by children identified as Children in Need and supported by children's social care. Looked-after and adopted children may also have faced such risk factors. Socio-economic disadvantage is another identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for Pupil Premium.

Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs - Mental Health and Behaviour in School - DfE November 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3 Where to get information and support

For support on specific mental health needs
Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk
www.selfharm.co.uk
Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support
www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning)
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health