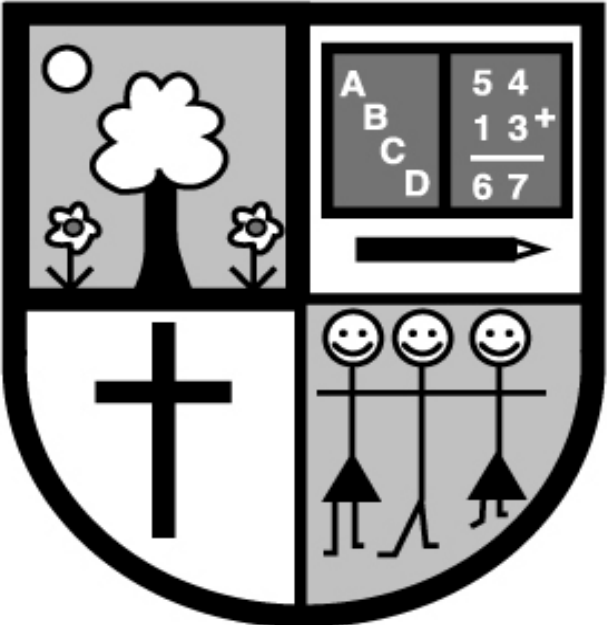


LITTLE BOLLINGTON PRIMARY SCHOOL



Mental Health Policy

Policy Statement

At Little Bollington, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that our children can manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that our children learn about what they can do to maintain positive mental health, what affects their mental health, how they can reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Teaching about mental health

At Little Bollington we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and wellbeing.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain friendships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.
- Having a safe space to talk.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.

- Enabling access to appropriate support.
- Mental health and PHSE for all year groups.
- Wellbeing week and access to information around the school.

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement and trauma.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.

Staff roles and responsibilities, including those with specific responsibility

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

Key staff supporting Mental Health at Little Bollington School

Named Mental Health Lead – Kyla Middleton (SEND/CO, ELSA)

Named Mental Health Governor – Kyla Middleton

Our Mental Health Lead:

Councillor level 4 child and adolescent - Mrs Davidson

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re:teaching about mental health.
- Provide advice and support to staff and organise training and updates.
- Liaise with mental health services and makes individual/group referrals to them
- Work with the children to promote mental health around our school.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PHSE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use materials suggested by our Mental health team from Macclesfield.

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups which may include:

- Circle time approaches or circle of friend's activities
- Managing feelings resources e.g worry boxes and worry eaters
- Managing emotions resources
- Mental health team group/individual work
- ELSA support groups/Transition lessons for year 6
- Art, Lego therapy

- Mindfulness lessons
- Yoga

The school will make use of resources to assess and track wellbeing as appropriate including:

- Wellbeing checklist
- The Boxall Profile
- Emotional Literacy Scales
- Regular Questionnaires

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical Indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding officer and mental health lead as appropriate. Also submitting their concerns on CPOMS.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Assessment, Interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with HT/ML/Class teacher and SENDCO to ensure the child gets the support they need, either from within the school or from external specialist service, as quickly as possible.

Working with parents and carers.

Parents or carers can approach their child's class teacher if they have a mental health concern. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on Mental health issues and local wellbeing/parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about mental health topics taught in PHSE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing, with help from our Mental health team based in Macclesfield hospital.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

The school will work with other agencies from the different authorities to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- Children and Family services/Centres
- Family Support Workers/First Help
- Counselling Services

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe. The Smart log learning/training provides free online training for all staff.

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. Support for our Newly qualified teachers with peer/buddy support.

Link to other policies

This policy links with our child protection policy, Behaviour policy Staff wellbeing policy and our anti-bullying policy.

Monitoring and Evaluation

The Mental Health and Wellbeing Policy will be published on our school website, hard copies are available on request. The policy will be reviewed every 3 years and will be agreed with the school governors.