



**Mental Health
and
Wellbeing Policy**

Lead members of staff	<p>Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant responsibilities include:</p> <ul style="list-style-type: none"> • Ms. Millward- Deputy Head, Designated Safeguarding Lead and Mental Health Lead • Ms. Kurup- Inclusion Assistant Head • Ms. Dawson- PSHE Lead
Aims	<p>The main aims of our school mental health and wellbeing policy are:</p> <ol style="list-style-type: none"> 1. To ensure that pupils learn in a supportive, caring and safe environment. 2. To promote positive mental health in all staff and pupils and increase understanding and awareness of common mental health issues. 3. To provide support to staff, pupils and parents working and/or suffering with mental health issues.

MENTAL HEALTH DEFINITION

Definition	<p>"Mental health is defined as a state of well-being in which every individual realizes 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" (https://www.who.int/mental_health/who_urges_investment/en/)</p>
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TEACHING

Teaching about Mental Health	<p>By the end of primary school pupils should know:</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate, using the Zones of Regulation to support. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including online bullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
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	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.</p> <p>This will be addressed through the PSHE curriculum, half termly safety assemblies, Connect Ed support, Daily Mindfulness, daily fitness, DT food lab sessions, trauma informed behaviour policy, Healthy Eating/Physical Activity policies, growth mindset approach, metacognition, reflection. Also through themed weeks, such as Healthy Living Week, Anti Bullying week.</p>
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PREVENTION, IDENTIFYING and REFERRALS

Early identification	<p>Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to get them the appropriate support. We do this in different ways including:</p> <ul style="list-style-type: none"> • Staff report concerns about individual children using CPOMs and alert it as a 'cause for concern'. • Pupil Progress Review meetings bi weekly. • Enabling children to raise concerns to any member of staff. • Enabling parents and carers to raise concerns to any member of staff. • 'Talk time' box.
Warning signs	<p>School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the Designated Safeguarding Lead.</p> <p>Possible warning signs include:</p> <ul style="list-style-type: none"> • Physical signs of harm that are repeated or appear non-accidental • Changes in eating / sleeping habits • Increased isolation from friends or family, becoming socially withdrawn • Changes in activity and mood • Lowering of academic achievement • Talking or joking about self-harm or suicide • 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

CONFIDENTIALITY, DISCLOSURES and SIGNPOSTING

Managing disclosures and confidentiality	<p>We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:</p> <ul style="list-style-type: none">• Who we are going to talk to• What we are going to tell them• Why we need to tell them <p>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.</p> <p>Staff make it clear to children that the concern will be shared with the Designated Safeguarding Lead and recorded, so that appropriate support to the pupil can be provided.</p> <p>All disclosures are recorded and held on the pupil's confidential file on CPOMs, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.</p>
Signposting	<p>We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community, such as Early Help, referral to the school Social Worker, School Therapist or CAMHs.</p>

TRAINING

Training	<p>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 in order to enable them to keep pupils safe.</p> <p>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 provided throughout the year where it becomes appropriate due to developing situations with one or more pupils.</p>
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CONSULTATION AND PARTNERSHIPS

Informing parents	Informing Parents <p>Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.</p>
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	It can be distressing for parents to learn of their child’s issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.
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As a school we are committed to offering our pupils, parents and staff a whole school approach to mental health and wellbeing. We currently have the following in place to support our school community.

Pupil Wellbeing

Support in Place	<p>As a school we are committed to offering our pupils a whole school approach to mental health and wellbeing. We currently have the following interventions and systems in place to support our pupils:</p> <ul style="list-style-type: none"> • Mental Health and Wellbeing Staff Lead • Staff training • School Therapist • Embedded mindfulness practice (Please see Appendix) • Talk Time means for pupils to express any concerns or worries • Zones of Regulation intervention. • Happy Journals for targeted pupils. • Mental health and wellbeing audit • Parent Workshops • Enrichment activities • Targeted interventions with pupils who have a higher risk of developing a mental health problem • Carry out a pupil survey • Signposting information for governors, staff, pupils, parents, and carers • Pupils, staff, parents, and carers are included in decision making • Means to identify pupils at risk • Mental health and wellbeing across curriculum and culture • Create a safe environment for pupils and staff
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Parent Wellbeing

Support in Place	<ul style="list-style-type: none"> • Parent workshops • Parent coffee mornings • Walk and Talk group • Parent Trips • Parent Volunteers • Parent Council • School Social Worker • School Attendance Welfare Advisor • Parent Support Worker
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Staff Wellbeing

Support in Place	<ul style="list-style-type: none">• School Therapist onsite once a week• Wellbeing board.• Optional wellbeing target on appraisal.• Open door culture.• SEF consultation day• Staff survey• Samaritans helpline and free counselling service through EPM.• Year Lead for every year group
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Understanding Some Common Health Issues

Self-Harm

Self-harm describes any behaviour where a person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support available <https://www.selfharm.co.uk/>

Depression

Ups and downs are a normal part of life, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online Support Available Depression Alliance: www.depressionalliance.org/information/what-depression

Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people, and it is something that individuals experience at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed. Online Support Anxiety UK: www.anxietyuk.org.uk

Obsessions and Compulsions

Obsessions describe intrusive thoughts or feelings that enter minds which are disturbing or upsetting; compulsions are the behaviours that are carried out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online Support OCD UK: www.ocduk.org/ocd

Suicidal Feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online Support Available Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

Eating Problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online Support: www.b-eat.co.uk/about-eating-disorders

Children and Young People | CAMHS Eating Disorder Service

<https://www.towerhamlets.nhs.uk>

Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children

Appendix:

Daily breathing focus to take place at least **once** a day to suit the needs of the class- this could be during the following times:

Straight after break/lunch

KS2- 2:30pm

There is a different breathing focus each half term, which will be launched in the phase assemblies. The children will build up a bank of breathing techniques to support their wellbeing, starting with the visuals and then moving towards the more abstract.

Autumn 1: https://www.youtube.com/watch?v=iaQed_Xdyvw Breath Bubble

Autumn 2: Hoberman Sphere Breathing Ball

Spring 1: Shape breathing

Reception and KS1 triangle <https://www.youtube.com/watch?v=OhO2YNMObkw>

KS2 square https://www.youtube.com/watch?v=bF_1ZiFta-E

Spring 2: KS1- Shape breathing KS2 Mountain breathing

Summer 1: KS2 Imagination breathing (including number)

Reception and KS1: Consolidation breathing

Summer 2: Consolidation breathing

Other USEFUL LINKS and SUPPORTING ORGANISATIONS

Name of organization	Description	Number	Website
Childline	Childline is a free, private and confidential service that you can access online and on the phone for young people up to 19 years old	0800 1111 (helpline for children)	www.childline.org.uk
NSPCC	The leading UK children's charity offering support with schools, therapeutic services, national helplines and support and advice for families	0207 825 2500	www.nspcc.org.uk
Anna Freud National Centre for Children & Families	Supporting education staff to adopt a whole school and college approach to mental health and wellbeing. Offering numerous resources including a 5 Steps to Mental Health and Wellbeing Framework and a Schools in Mind network	n/a	Mental Health Resource for Schools & Colleges Anna Freud Centre
Kooth	Online mental wellbeing community including virtual counselling for young people	n/a	www.kooth.com
Young Minds	Champion young people's mental health and wellbeing	Parents helpline 0808 802 5544 from 9:30am -	www.youngminds.org.uk

		4pm, Mon - Fri	
Mind	Advice and support on mental health and wellbeing		www.mind.org.uk
CHAMP	Supporting families which have an adult with mental health issues	9am-5pm	https://www.localoffertowerhamlets.co.uk/organisations/26115-children-and-adult-mental-health-project-champ
Barnados	Advice and support on mental health and wellbeing		https://www.barnados.org.uk/what-we-do/helping-families/mental-health