Langdale Primary

Mental Health and Wellbeing Policy

Jan 2021

At Langdale Primary, 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.

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. Langdale Primary recognises that all children and young people need the foundation of

positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year

- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Langdale Primary recognises these needs and rights. It is committed to raising awareness, increasing understanding and making a difference by providing a place where all children and adults feel safe, secure and able to achieve and experience success and wellbeing.

2. Our Aim

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

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

In addition to children's positive mental health and wellbeing, we recognise the importance of promoting the mental health and wellbeing of the staff team and the whole school community.

We aim to provide a mentally healthy environment and 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.
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.

3. Purpose of the policy.

This policy for promoting positive mental health will:

- Give a cohesive and coordinated approach to mental health
- Underpin all policies and practices currently used in the school
- Raise awareness as to how the whole school community can look after their own mental health and that of others
- Help to de-stigmatise mental health
- Support people and provide opportunities that enable everyone to reach their potential
- Strengthen relationships and provide opportunities for different ways of working
- Provide foundations for life-long learning
- Promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

4. Responsibilities

4.1 The Governing Body

The governing body will

- Ensure the effective implementation of this policy.
- Recognise signs of mental health issues and seek to manage staff mental health through risk assessments, staff surveys and early intervention.
- Ensure staff roles and responsibilities are clearly defined and monitored.
- Ensure that all school policies are assessed for workload impact.

4.2 The Headteacher

The Headteacher will

- Lead by example and create a positive, supportive ethos and atmosphere throughout the school.
- Identify a mental health and wellbeing leads to support staff.
- Identify a mental health and wellbeing lead to support children.
- Ensure that all school staff are made aware of this policy and it is properly adhered to and reviewed.
- Actively support and contribute to the implementation of this policy, including its goals
- Encourage initiatives and events that promote health and well-being in the school.
- Ensure all staff have the opportunity to discuss any concerns regarding mental health in a confidential and non-judgmental forum.
- Be responsible for implementing CPD which equips staff with the tools to effectively manage stress.
- Aim to develop a sensitive performance management process that is linked to clear job specifications.
- Organise extra support for staff at times of increased stress, such as during Ofsted inspections.

- Be responsible for authorising any staff absences, as well as granting extended leave.

4.3 Senior Management

- All senior management will act in a supportive and constructive manner when dealing with cases related to wellbeing.
- All senior members of staff will attend events and training opportunities which promote wellbeing and health.

4.4 Staff responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health in children (see appendix one).

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff members should ensure they are aware of the warning signs of deteriorating mental health and if concerned about a pupil discuss with the Mental Health Lead/ SENCO.

Our Mental Health and Wellbeing Leads will:

- Work with staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHCE 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.

With reference to personal mental health all members of staff are responsible for acting in a way that:

- Maintains a healthy work/life balance.
- Promotes a positive, supportive atmosphere throughout the school.
- Does not endanger themselves or others.

All members of staff are responsible for:

- Reporting honestly about their mental health and wellbeing
- Seeking support where possible when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.

5. Warning Signs

5.1 *In children*

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 should be aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

5.2 *In Adults*

Some of the indicators that are caused by stress include, but are not limited to, the following:

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family
- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations
- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem
- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and listless

All members of staff should familiarise themselves with the warning signs that can indicate that a person may be having trouble managing stress.

6. Accessing Support

6.1 *For children*

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals.

Within the school opportunities are provided that promote positive mental health, through the standard curriculum and extended provision, eg Circle Time, SEAL, play, nurture groups, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

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:

- Senior Leadership Team
- Safeguarding/Child Protection Lead
- School support staff employed to manage additional needs of particular children
- SENCO 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.
- Education Psychologist
- CAMHS

6.2 *For Staff*

Langdale Primary recognises staff can experience stress both at work and outside of school. Home and personal lives can also prove stressful; bereavement, separation, financial and family problems make people more vulnerable to stress. It is common that a combination of stress at home and work can make people stressed. Staff should refer to the staff stress management policy for guidance on where to seek support.

7. Involving parents and carers

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.

At Langdale Primary we will support parents and carers with children with mental health needs. When a concern has been raised, we will:

- Contact parents and carers and meet with them.
- Signpost parents to further support and information.
- Be available for follow up calls.
- 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 in school.

8. Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Child/Staff/Volunteer well being
- School council feedback
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's business

Appendices

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	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health
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

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 March 2016
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Appendix 3

Support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressionalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk and 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