CASTLEWOOD PRIMARY SCHOOL

PUPIL MENTAL HEALTH AND WELLBEING POLICY

Written by: Kirsty Anstee-Brown, Headteacher
Dated: July 2024
Approved by: Governing Board
Dated: July 2024
Date for review: July 2026

1. Aims

At Castlewood Primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing.

It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- SEND Policy
- Behaviour Policy
- Anti-bullying Policy
- Child protection and Safeguarding Policy
- E4S Policy
- Staff Wellbeing Policy

2. Legislation and guidance

This policy was written with regard to:
- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child
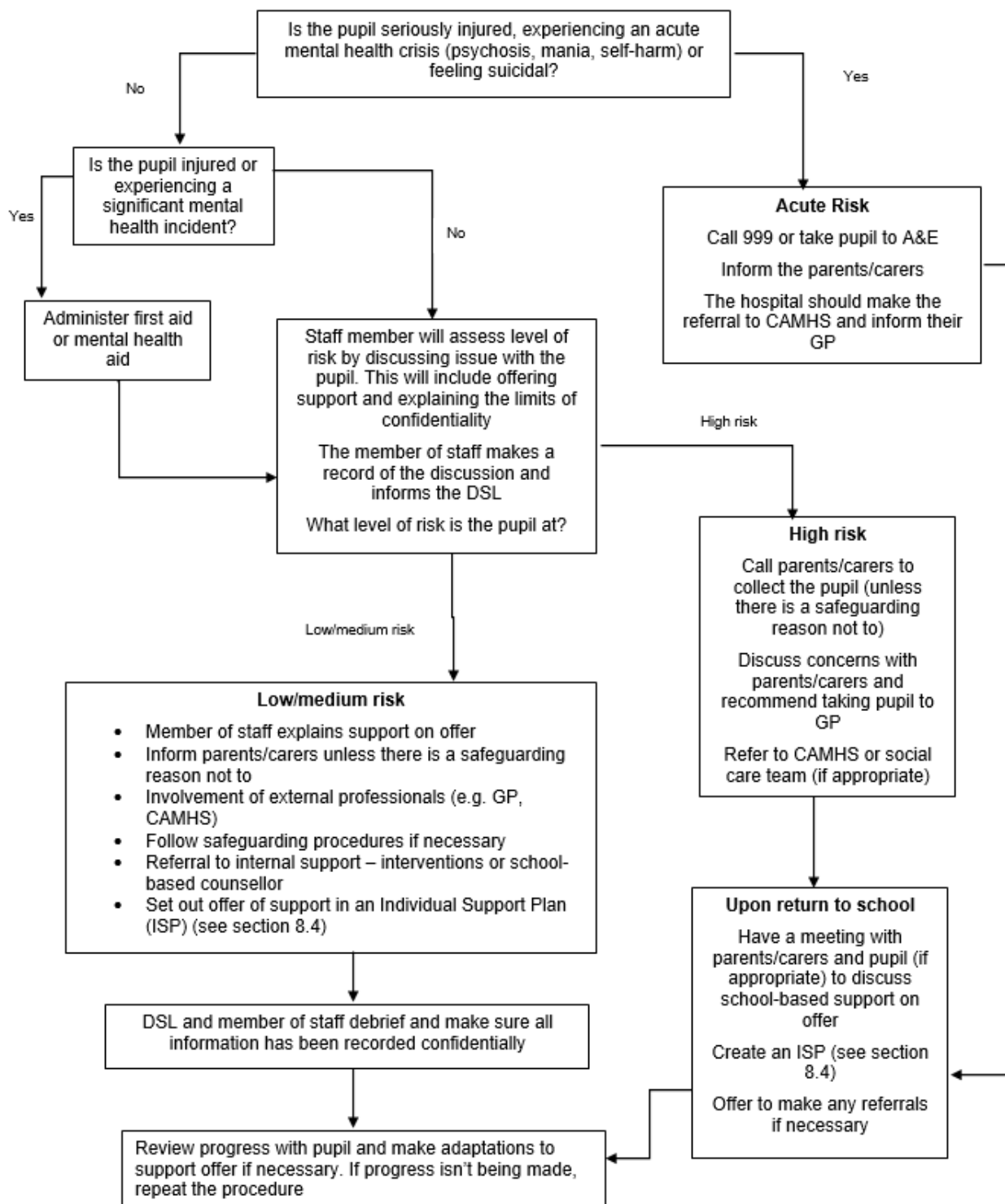
3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Mental Health Lead/Designated Safeguarding Lead or the Deputy Designated Lead in their absence.
Certain members of staff have extra duties to lead on mental health and wellbeing in school.

These members of staff include:

- Headteacher
- Designated Safeguarding Lead (DSL)/ Deputy Designated Leads (DDSL)
- Senior Mental Health Lead (SMHL)
- E4S (PSHE) Lead
- ELSA (Emotional Literacy Support Assistant)

4. Procedure to follow in a case of acute mental health crisis

Is the pupil seriously injured, experiencing an acute mental health crisis (psychosis, mania, self-harm) or feeling suicidal?

No →

Yes →

Is the pupil injured or experiencing a significant mental health incident?

Yes →

No →

Administer first aid or mental health aid

Staff member will assess level of risk by discussing issue with the pupil. This will include offering support and explaining the limits of confidentiality

The member of staff makes a record of the discussion and informs the DSL

What level of risk is the pupil at?

High risk →

Low/medium risk ↓

Acute Risk

Call 999 or take pupil to A&E

Inform the parents/carers

The hospital should make the referral to CAMHS and inform their GP

High risk

Call parents/carers to collect the pupil (unless there is a safeguarding reason not to)

Discuss concerns with parents/carers and recommend taking pupil to GP

Refer to CAMHS or social care team (if appropriate)

Low/medium risk

- Member of staff explains support on offer
- Inform parents/carers unless there is a safeguarding reason not to
- Involvement of external professionals (e.g. GP, CAMHS)
- Follow safeguarding procedures if necessary
- Referral to internal support – interventions or school-based counsellor
- Set out offer of support in an Individual Support Plan (ISP) (see section 8.4)

Upon return to school

Have a meeting with parents/carers and pupil (if appropriate) to discuss school-based support on offer

Create an ISP (see section 8.4)

Offer to make any referrals if necessary

DSL and member of staff debrief and make sure all information has been recorded confidentially

Review progress with pupil and make adaptations to support offer if necessary. If progress isn't being made, repeat the procedure

5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating.

Some warning signs include:

Changes in
- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should offer support by remaining calm, non-judgmental and reassuring. Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's Safeguarding Policy and pass on all concerns to the SMHL/DSL. All disclosures are recorded and stored in the pupil's confidential child protection file (CPOMS).

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:
- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- Any interventions put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

- Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the SMHL/DSL If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:
- Who they will share the information with
- What information they will share
- Why they need to share that information
- Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.
- Parents/carers will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding policy will be followed.

7.1 Process for managing confidentiality around disclosures

1) Pupil makes a disclosure
2) Member of staff offers support
3) Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with SMHL/DSL
4) Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5) Member of staff will record the disclosure and share the information with the chosen elected member of staff
6) The SMHL/DSL will inform the parent/carer (if appropriate)
7) Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:
- Having therapeutic whole-school approach to behaviour
- Raising awareness of mental health during assemblies, in lessons and during mental health awareness week
- Signposting all pupils to sources of external support in E4S lessons and through posters around school
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health by developing strong relationships within the school community
- Appointing a Senior Mental Health Lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through ELSA
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Ask It Baskets
  - Circle time
  - E4S lessons

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SMHL will take a graduated and case-by-case approach to assessing the support our school can reasonably and responsibly provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:
- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:
- Nurture groups
- ELSA support
- A safe, quiet place to self-regulate e.g. The Burrow
- Reduced timetable (either reduced time in class or, in some cases, reduced time at school)
- Time-out pass
- Reasonable adjustments e.g. entering school via a different entrance

8.4 Individual Support Plans (ISPs)

A pupil will be offered an individual support plan (ISP), as per our SEND Policy, if their mental health requires additional levels of support beyond the internal mental health interventions. ISPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

8.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.
A pupil could be referred to:
- Their GP or a paediatrician
- Single Point of Access (SPOA)
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:
- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child

- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in E4S (PSHE), and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record on CPOMS. If appropriate, an Individual Support Plan (ISP) will be created in collaboration with parents/carers (see section 8.4).

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis.
Support might include:
- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

11. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.
The SMHL will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available. Key information will be shared on the school newsletter, which is available on our website for parents to access at any time.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in E4S (PSHE)

We follow the WSCC Education 4 Safeguarding curriculum.
Pupils are taught to:
- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

Our E4S Curriculum is based on four Cornerstones; two of these are specifically designed to support pupils with their mental health.

Emotional Health & Wellbeing (EHWB)
Emotional Health and Wellbeing is about learning the characteristics of positive mental health and wellness, and exploring how pupils can best maintain these. Teaching ways to recognise challenges to emotional health and helping students develop strategies to cope is of paramount importance. This includes how cope with loss and manage changing situations. Pupils will be encouraged to discuss and recognise their own strengths, achievements and success. Universal emotional health and wellbeing curriculum within an effective whole school approach is a truly proactive way in which schools can make a real difference to the lives of their pupils. There is clear evidence of positive impacts on: academic learning; staff and pupil wellbeing; the development of social and emotional skills and attitudes that promote learning in school and throughout life. The prevention of mental health problems such as depression, anxiety and stress; improving school behaviours and reductions in risky behaviour is also a key element of this cornerstone. There is significant evidence that good emotional health and wellbeing also contributes to good physical health.

Physical Health & Wellbeing (PHWB)
Physical Health and Wellbeing education is learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds, behaviours and wellbeing. The fundamental building blocks across all age phases include the benefits and importance of exercise, nutrition, sleep, hygiene, healthier lifestyles, substances, health prevention, emergencies and keeping safe and taking risks. It also focuses on the steps pupils can take to protect and support their own and others' health and wellbeing. This should enable pupils to develop the knowledge, skills and understanding needed to develop the language to talk about their bodies, health and lifestyles and express whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:
- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

13. Training

All staff will be offered training so they:
- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing.
To help with this we will:
- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme through Health Assured (0800 028 0199 / https://healthassuredeap.co.uk/)

15. Monitoring arrangements

This policy will be reviewed by the SMHL every two years. At every review, the policy will be approved by the governing board (Standards and Safeguarding committee).