MENTAL HEALTH AND WELL-BEING POLICY

Management log

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Chair of the LGB	**Headteacher**

Document history

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Policy	Access via
Child protection/safeguarding/ PREVENT	https://www.shine-mat.com/pupil-welfare/
Confidentiality	https://www.whitemooracademy.co.uk/policies/
Equality	https://www.shine-mat.com/pupil-welfare/
Health and safety	https://www.shine-mat.com/business-and-personnel/
Whistleblowing	https://www.shine-mat.com/business-and-personnel/

Contents

Equality

SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders[1] will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

Why mental health and wellbeing is important

At Whitemoor Academy, we aim to promote positive mental health and wellbeing for our whole school community, including staff, children, parents and carers. We recognise that emotional health and wellbeing is important in our lives, just in the way that physical health is important. Mental health is crucial to wellbeing and can affect children's learning and achievement. All children face challenges throughout their time in education but it is our responsibility to help prepare them for the challenges they face throughout their continuing lives. In 2020, statistics show that 12.8% of young people aged 5-19 meet clinical criteria for a mental health disorder, (MHFAengland.org, 2020). Moreover, about 10% of young people aged 8-15 experience a low sense of wellbeing and this can impact on quality of life, relationship and academic achievement; in some cases, this can be 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." Mental health and emotional issues often develop during adolescence or early adulthood and it is our responsibility as a school to identify when a child is struggling with their mental health and to create an ethos of a healthy mind before there is the opportunity for a child's mental health to decline. We recognise that, for some, school is a place of respite from difficult home lives and so we aim to offer positive role models and build relationships which foster a sense of belonging and community. Schools can be a place where children and young people experience a nurturing and supportive environment that demonstrates understanding and models how to overcome adversity and build resilience.

Our aim is to help develop a school environment where:

- All children feel valued
- All children feel that they belong

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[1] SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its pupils, including premises staff, administrators, teachers, support staff, pupils, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

- All children feel safe

- Children are able to talk openly without feeling any stigma

- Positive mental health is promoted, valued and can be seen throughout all teaching

- Bullying is not tolerated

- All children have the opportunity to be heard

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing and this can be found in our Staff Wellbeing Policy.

Aims of the policy

This policy details:

- How we promote positive mental health in our school

- How we prevent mental health problems

- How we identify and support children with mental health needs

- Key information about some mental health problems

- Further advice and support avenues for parents, staff and children.

Definition of mental health and wellbeing

The World Health Organization defines mental health as, *"a state of wellbeing 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."*

The use of the term 'mental' often has stigma of being unstable and that can sometimes create fear for people who are unsure how to build a relationship with someone who has a mental health issue. We recognise that mental health is not just about the diagnosable conditions but is also about promoting:

- Confidence
- The ability to understand and express a range of emotions appropriately
- Positive relationships with others
- The ability to cope with stresses of everyday life
- Time and stress management strategies
- Learning and achievement

We also recognise that, as professionals in a school, we are not expected to help children overcome mental illnesses but to promote positive mental health so they can flourish, even though they may be dealing with a diagnosed clinical mental illness.

A whole school approach to promoting positive mental health

As a whole school, we really value positive mental health that aims to help children become more resilient, happy and successful individuals and to prevent problems before they arise.

The ways we promote positive mental health and wellbeing are:

- Supporting and training staff to recognise and manage their own resilience and mental health.
- Helping children develop social relationships, support each other and know where to seek help when they need it.
- Helping children develop resilience and coping strategies for disappointment.
- Teaching children that mental health is an important aspect of their whole body and mind health.
- Effectively working with parents and carers
- Creating a whole school ethos

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 the protective and risk factors for mental health; this includes local and cultural influences as well as academic and medical challenges. Staff should have the skills to recognise the early warning signs of mental health problems and ensure that those children get the support and intervention they need. All staff understand about positive risk factors that might make some children more at risk for experiencing mental health issues. Similarly, they should understand the protective factors that protect children from adversity, *(See appendix 1 on risk and protective factors).*

Our designated Pastoral and Nurture lead:

- Supports staff to identify children who may be experiencing early signs of mental health issues.
- Works 1:1 with children who have been identified as having social, mental and emotional needs.
- Works with the PSHCE team to promote mental health

- Organises training and support, including leading staff meetings and workshops, to keep staff updated and informed about mental health.
- Works as part of the Take Care Team to deliver wellbeing support across school.

We recognise that the school environment can be instrumental in supporting emotional and behavioural problems and certain stimulus within the classrooms might instigate different emotional responses for particular individuals.

Other sources of relevant support include:

- Our Senior Leadership Team
- Our Inclusion Leadership Team
- Our Safeguarding/ Child Protection Lead
- Our Phase Leaders
- Our school SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), and works with the Pastoral and Nurture Lead to ensure children whose mental health problems are also included in the special educational provision.
- Our art and Forest Schools teachers

Children at Whitemoor receive:

- Drawing and talking therapy
- One to one emotional wellbeing sessions
- Forest Schools sessions
- Access to professional services such as: Educational Psychologist, CAHMS, BEHMs
- A range of after school and lunchtime clubs promoting healthy relationships and healthy lifestyles alongside learning a new skill

Supporting children's positive mental health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Promoting and taking part in Mental health awareness week and other nationally recognised events such as 'Kindness Day'
- Transition Programmes to secondary schools
- A 'Place2go' station for the children to share and communicate their wellbeing needs in a box that is responded to by the Pastoral and Nurture Lead.

- Neutral coloured displays around school and in classrooms
- Circle times
- Morning mindfulness sessions in the classroom
- Emotional literacy in the classroom
- Assemblies relating to positive mental health and emotional wellbeing
- Sensory room
- 'The Hive,' which is our specially designed hub of activity for all children to access extra provision.
- Staff and Children's mental health leaflet – distributed to staff and located in the staffroom
- Pupil council, who promote mental health and wellbeing in the school and community.
- Staff members trained as 'Mental Health first aiders.'

In our PSHE lessons, we teach the skills needed for children to develop resilience and awareness around issues that could affect their mental health; the aim is also to lessen the stigma surrounding mental health problems.

We have designated PSHE topic weeks per half term that focus on emotional responses to difficult issues and building self-awareness in today's cultures and societies. These are:

	PSHE topic	COJO Curriculum
Autumn 1	Becoming an active citizen Black History	Passion
Autumn 2	Anti-bullying Whitemoor's Kindness Day	Empathy
Spring 1	My Healthy Lifestyle Internet Safety Mental Health week	Communication
Spring 2	Drug Education	Resilience
Summer 1	Me and My Future Careers and Enterprise Personal Finance	Teamwork
Summer 2	Transition	Excellence

	Sex and Relationships Education	Self-Aware
	School sport week (Health and wellbeing focus)	

Mental health in the Key Stages

In EYFS and Key Stage 1, children learn:

- Techniques to regulate their emotions, how to calm down
- How their behaviour affects other people
- Who to go to if they are worried
- To be resilient, to motivate themselves and to persevere with difficult tasks
- About different types of teasing and bullying, how to use better words and actions with each other and how to deal with any bullying they experience or witness
- About empathy and understanding other people's feelings
- About change and loss and how these feelings might present themselves (including moving house, losing toys, pets or friends).

In Key Stage 2, children learn:

- Things that may affect the state of their mental and emotional health, e.g. social media, current affairs, relationship and family issues
- Simple strategies for managing feelings
- How to support someone who feels their mental health is low
- To motivate themselves, be resilient and to persevere with tasks they find challenging.
- To cooperate and problem solve
- How to describe the range and intensity of their feelings
- How to empathise and be supportive of others
- About change, including transitions (key stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying, aggressive behaviours, as well as how to respond if they witness it or experience it themselves.
- About the importance of talking to someone and how to get help.

Our system for identifying, referring and supporting children with mental health needs
Our approach:

- To provide a safe environment where children feel able to express themselves and know they will be listened to.
- Ensure all staff understand that child safety and welfare is paramount
- Take Care team, SEN Team and Behaviour team, which identify appropriate support for children based on their needs.
- Involve parents and carers in decision making when their child needs support
- Involve the children in the support they receive
- Keep up to date information that is monitored, reviewed, evaluated and, where necessary, communicated with parents and carers.

Early Identification

We aim to identify children with emotional wellbeing and mental health needs as early as possible. The Pastoral and Nurture Lead, supported by other members of staff, is responsible for identifying and working with these children or finding appropriate support within the wellbeing team. The Take Care Team, Behaviour Team and SEN Team, along with the Pastoral and Nurture lead are responsible for following up staff referrals for children who they believe need intervention. Ways we identify these children are:

- SDQ (Strengths & Difficulties Questionnaire), R2i (Routes to inclusion)
- Staff report concerns about individual children to relevant lead persons - Take Care Referral forms – there is a section specifically designated to social and emotional needs
- Using Leuven Scales to identify children in EYFS who need support
- Place2go box where children can raise concerns or share issues; these are checked by the Pastoral and Nurture lead and the Lead DSL.
- Pupil Progress Review documents that are completed termly.
- CPOMs – an electronic system of recording needs, incidents or concerns; this notifies the relevant people.
- Take Care Team Meetings on a termly basis to discuss any children or to raise concerns.
- Weekly meetings between the SENCO, Pastoral and Nurture Lead and two senior Teaching Assistants who timetable appropriate TA support
- Gathering information from a previous school on transfer.
- Parental meetings/home visits in EYFS.
- Creating an ethos where children, parents and carers feel they can raise concerns with any members of staff

All staff at Whitemoor Academy have had training on the protective and risk factors (see appendix 1), types of mental health needs and signs that might mean a pupil is experiencing mental health or emotional wellbeing problems. Any member of staff who is concerned about the emotional needs of a pupil will take this seriously and refer to the Pastoral and Nurture Lead or the SEN Team. The team is also continuously monitoring relationships in the classroom and around school and being alert to the signs that a child is experiencing issues with their mental health or wellbeing; staff are encouraged to do the same.

Signs that a child is experiencing mental health or emotional wellbeing issues might include:

- Social withdrawal or isolation from friends and/or family
- Changes in routines, such as eating/sleeping habits
- Changes in activity, level of engagement or mood
- Decline in academic achievement
- Talking or joking about self-harm/suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness of absenteeism
- Difficulties with P.E – getting changed, not having appropriate kit, not wanting to participate
- Wearing long sleeves in warmer weather
- Drugs or alcohol misuse – excessive complaints of sickness to facilitate the receiving of prescription drugs
- 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 might present as defiant behaviour, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. 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.

Disclosures by children and confidentiality

All staff have been trained with the correct procedures should a child make a disclosure. We recognise how important it is to remain calm, supportive and non-judgemental to all children, whether the disclosure is about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than give advice. Staff make it clear to the child that they cannot keep this information to themselves and that they will be sharing it with the

Designated Safeguarding Lead. They also explain to the child that it will be recorded so they can be supported appropriately.

All disclosures are recorded and held on the pupil's online confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and the next steps. When this is recorded on CPOMs, the member of staff writing the disclosure report will select certain categories and only the relevant people will be notified. These categories include Child Protection, Child Protection Concern, Vulnerable, SEN, Home Issues, Attendance, Bullying Incidents, Exclusion, Young Carer and Behaviour.

Assessment, Interventions and Support

All concerns are reported to the Take Care Team and recorded. We then implement our referral system procedures based on the levels of need to ensure that children get the support they need, either from within the school or with an external specialist service. We recognise that early intervention is vital to prevent problems escalating.

Need	Intervention and Support	Monitoring
Based on regular meetings and reviews of CPOMs data with key members of staff, with parents and children	The types of intervention and support provided will be decided in consultation with key members of staff, parents and children	
Highest need	CAHMS assessment Educational Psychologist Assessment Family support Other external agency support Other interventions with school staff – art therapy, drawing and talking, 1:1 support from	All children needing targeted support will have an Individual Care Plan drawn up setting out • The child's needs • How the child will be supported • Actions to provide that support • Any special requirements
Some need	Access to in school nurture group (Flying Start), family support worker, art therapy, forest	

	schools, Emotional wellbeing support 1:1 intervention, community public health service	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated
Low need	General support eg. Class teacher, TA, Pastoral and Nurture Lead, Behaviour team intervention, playground peer support.	

All children will know that the Pastoral and Nurture Lead is available when a pupil is dissatisfied with the level of care and support or when they need additional support in school time.

Support for friends

Whitemoor Academy recognises that when a child is experiencing mental health problems it can be challenging for their friends; this could be because they want to support them but are not sure about the best thing to do and they can also be emotionally affected. There are some situations where friends may have learned unhealthy coping strategies from each other, and we will consider what support might be appropriate to support peer groups and one to one interventions.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access any information that they may need and healthy ways of coping with the difficult emotions they may be experiencing.

Supporting children who have had inpatient treatment

We understand that some children will need ongoing medical care and the Pastoral and Nurture Lead will be aware of these and will meet with the children when necessary. There will also be key members of staff involved with the child to ensure their needs are being met. We are careful not to "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

Our duty of care requires that we support children and seek advice from both medical and mental health professionals on the best way to support children. We will carry out a risk assessment and produce and Individual Care Plan to support children to re-integrate successfully back into school and to ensure we are constantly reviewing our practice to ensure each child's needs are fully met.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition with be smooth and positive.

In some cases, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. Our Pastoral and Nurture Lead is Mental Health First Aid trained to work with any children experiencing these mental health needs but we do acknowledge that effective care for the child may require a specialist service. 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 the continual monitoring of the child's Individual Care Plan.

School referrals to a specialist service are made by the Pastoral and Nurture Lead/Team 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 (CAHMS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through school, GP or self-referral
Speech and Language	Accessed through school, GP or self-referral
Children and Families	Accessed mostly through school but parents can be directed towards this service also.
Bereavement Counselling (Newark)	Accessed through school, GP or self-referral
Young Carers	Accessed through school, GP or self-referral
Inclusive Education Service	Accessed through school or GP

Behaviour Support Team	Accessed through school, GP or self-referral
Austism Support Team	Accessed through school, GP or self-referral
Sensory Team	Accessed through school or GP
Occupational Therapy	Accessed through school or GP
Incontinence Team	Accessed through school or GP

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) and our SEN register is constructed in a way that allows mental health to be recognised as a SEND.

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 or a diagnosed mental illness. Whitemoor Academy signed up to the Emotional Health and Resilience Charter designed by Nottingham City Council focusing on promoting willingness to talk and build positive relationships with both parents and carers. We do this by holding parents coffee mornings, wellbeing stall at Sports Day, sharing information with parents about mental health and wellbeing and holding SATs support sessions for parents with a focus on helping maintain positive mental health for themselves and their child/children.

We encourage all parents and carers to share with us if their child has any mental health needs but, as a staff, we also recognise that parents may not be fully aware of the range of mental health needs their child may experience. Staff have been informed of the possible risk factors that may make a child vulnerable to mental health needs and know to be mindful of this when interacting with families and carers. It is very helpful if parents and carers can share information with the school so that we can better support their child as soon as they become aware of the needs they have. All information will be treated in confidence.

To support parents and carers:

- We provide information and websites on mental health issues and local wellbeing and have produced leaflets for parents on mental health and resilience, which can be accessed on the school website. This information includes who parents can talk to if they have concerns about their own child or a friend of their children and where parents can access support for themselves.
- We run a monthly coffee morning for parents to allow them to meet different members of staff that they can call on for support. This is also to foster and build relationships with all families connected to Whitemoor Academy.
- We include the mental health topics that are taught in the PSHE curriculum section, on the School website.
- We provide information and websites on mental health issues on our own school website.
- Our school DSL provides information of parenting and support programmes for those families that may require such support.

Supporting parents and carers with children with mental health needs

We are aware that mental health and wellbeing can be a difficult subject for parents to discuss in relation to themselves and their child/children. 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 aim to reassure parents by making mental health more widely discussed in our school community and make clear that help and advice are available.

When a concern has been raised by a parent, the School will:

- Meet with the parent and discuss what concerns they have about their child and what support they feel they need, both for the child and themselves.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Keep a record of the meeting and any others that follow
- Agree a mental health Individual Care Plan, in consultation with the class teacher, including clear next steps.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided for their child.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the health and safety of our children and will seek advice from the Local Authority should we feel parents and carers are not accessing services beneficial to them and/or their child.

When a concern has been raised by a staff member, 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, such as where child protection issues are identified, where this may not be appropriate).

- Meet with the parent and discuss what concerns they have about their child and what support they feel they need, both for the child and themselves.

- Offer information to take away and places to seek further information

- Be available for follow up calls

- Keep a record of the meeting and any others that follow

- Agree a mental health Individual Care Plan, in consultation with the class teacher, including clear next steps.

- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided for their child.

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, depending on their age. We give children the option of informing their parents

Involving children

Every year a group of children from Year 1-6 are trained as School Council members who help to promote the work we do on emotional health and wellbeing. They are responsible for seeking pupils views about our approaches, curriculum and promoting whole school mental health activities. We seek feedback from the children who have received the support to help us better the support going forward.

COVID-19 support

At Whitemoor, we recognise the huge impact that COVID-19 continues to have on our children and families and that additional precautions may be needed as a result of each individual experience throughout the lockdown and recovery period pertaining to this pandemic. We recognise that for many of the students, the routine and the structure of the school is incredibly important for their wellbeing, so we aim to maintain normality as much as possible. Where it is not possible to return to the normality the parents, carers, children and staff knew before the

pandemic, we will put in additional measures to ensure that needs are met and school feels a safe place for all who enter it.

COVID-19 will be discussed with pupils in school where it is necessary to do so and parents and children's personal experiences will be sought to help us better understand how to support everyone moving forward. We recognise that children may have experienced bereavements or other trauma because of the period of lockdown and a recovery curriculum will be put in place to support the needs of those children, either individually or as part of a small group. We recognise that children may present certain behaviours that could be an outlet for some of their misunderstood emotions and staff have been guided as to what these behaviours might be and how to support the child through this time.

Supporting and training staff

We want all staff to feel confident in their knowledge of the differences between mental health and mental illness and to feel reassured that they are not expected to behave as counsellors would. We actively encourage staff to promote positive mental health and wellbeing, identify mental health needs early in children and to know where to get help.
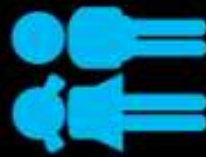
We recognise that supporting and promoting the mental health and wellbeing of staff is an essential part of a health school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as the Wellbeing day staff are given in the school year and our 'Mug of Kindness' used to anonymously encourage staff members. Our Pastoral and Nurture Lead is available for staff to talk to about their emotional wellbeing and seek advice.

Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers on request from the school office. The policy is reviewed annually by the Pastoral and Nuture Lead and involves staff on our Take Care team, including where available, specialist services supporting the school and governors.

RISK FACTORS

Child
- Genetic influences
- Low IQ and learning disabilities
- Specific development delay
- Communication difficulties
- Difficult temperament
- Physical illness
- Academic failure
- Low self-esteem

Family
- Family disharmony, or break up
- Inconsistent discipline style
- Parent/s with mental illness
- Parental substance abuse, addiction or alcoholism
- Physical, sexual, emotional abuse or neglect
- Parental criminality
- Death and loss

School
- Bullying
- Discrimination
- Breakdown in, or lack of, positive friendships
- Deviant peer influences
- Peer pressure
- Poor pupil-to-teacher relationships

Community
- Socio-economic disadvantage
- Homelessness
- Disaster, accidents, war or other overwhelming events
- Discrimination
- Other significant life events
- Lack of access to support services

PROTECTIVE FACTORS

Child
- Secure attachment experience
- Good communication skills
- Having a belief in control
- A positive attitude
- Experiences of success and achievement
- Capacity to reflect

Family
- Family harmony and stability
- Supportive parenting
- Strong family values
- Affection
- Clear, consistent discipline
- Support for education

School
- Positive school climate that enhances belonging and connectedness
- Clear policies on behaviour and bullying
- 'Open door' policy for children to raise problems
- A whole-school approach to promoting good mental health

Community
- Wider supportive network
- Good housing
- High standard of living
- Opportunities for valued social roles
- Range of sport/leisure activities