



St Peter's Bratton Church of
England Academy
Mental Health and Well-being
Policy

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Mental health and well-being policy

This policy should be read in conjunction with our safeguarding policy, medical policy, behaviour policy, SEND policy, PSHE curriculum, domestic abuse policy and bereavement policy in cases where children mental health needs overlap with these.

Our school ethos and values

Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness.'

Excellence

Nurture

Respect

Integrity

Compassion

Hope

Introduction

At St. Peter's Bratton C of E Academy, we are committed to supporting the emotional health and well-being of all our pupils and staff. Our caring and inclusive community ensures that we maintain an ethos of everyone being responsible for supporting mental health and well-being.

At St Peter's Bratton C of E Academy, we understand that anyone can experience life challenges or trauma at any time. These experiences can be predicted or sudden resulting in the need for some form of support for mental health and well-being. We take the view that positive mental health is everybody's business and that we all have a role to play in supporting this. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health need. By developing and implementing practical, relevant and effective mental health provision, policies and procedures we can promote a safe and stable environment for children and adults affected both directly, and indirectly by mental ill health.

Mental health is a state of well-being 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.

(World Health Organisation)

At St Peter's Bratton C of E Primary Academy, we:

- Teach and support pupils' understanding of their emotions and feelings as we grow and change
- Help pupils and staff feel comfortable about sharing concerns or worries about their emotional well-being and mental health and ensure they know who they can turn to if needed
- Teach children that it is okay not to be okay and that we will help them to feel better
- Encourage staff to have at least one other member of staff that they will turn to for mental health support
- Educate children about healthy relationships and support them to form and maintain relationships appropriate for their age and stage in life
- Promote the importance of positive self-esteem and ensure children know that they have equal value to anyone else and that different is normal
- Encourage children to be confident in themselves and have a sense of pride in being who they are
- Support and develop children to develop emotional resilience and to manage setbacks in their lives
- Aim to develop the Pastoral Support systems in school in line with the changing needs of our pupils and staff
- Invest in specialist training for staff in supporting and improving the mental health of our school community

At St Peter's Bratton C of E Academy, we promote a positive mental health culture by:

- Talking openly about our emotions and mental health, so that we can remove any stigma associated with it
- Modelling healthy relationships with colleagues and actively listening to children so they know that they will be supported if requested
- Promoting our school values and ethos and encouraging a sense of belonging to our school community
- Promoting pupil voice and opportunities to participate in decision-making in the day to day running of our school
- Celebrating all varieties of pupil achievements in life, promoting the rounded-child approach
- Providing opportunities for pupils to develop a sense of worth through taking responsibility for themselves and others, including participating in school council, pupil voice forums and the children's safeguarding squad
- Providing opportunities to reflect on the choices we make and the consequences of these
- Supporting pupils and staff to access the right support for their mental health needs

At St Peter's Bratton C of E Academy, we aim to achieve this through:

- A universal, whole school approach to supporting the emotional health and wellbeing of our school community. This includes a taught curriculum for all about mental health, through the statutory health education curriculum
- Promoting and encouraging pupils and staff to ask for help when they recognise they have difficulties with their mental health or when others have identified a potential need
- Teaching through health education the need to live a healthy lifestyle to keep our minds balanced and positive
- Spreading awareness about mental health for every member of our school community to reduce stigma
- Implementing additional in school support for pupils via Pastoral Support, who are or have experienced some trauma that has impacted their mental health and/or well-being
- Ensuring access to specialised, targeted approaches aimed at pupils or staff with more complex or long-term mental health needs

Emotional Health and Wellbeing lead members of staff

Mental Health Lead: Emma Oakley

Designated safeguarding Leads (DSLs)

Lead: Mark Davis

Deputies: Amanda Martin and Emma Oakley

DSLs: Carmen McCunnin, Nichola Lewis, Sarah Barker, Richard Wilkes

Wrap around DSLs- Georgina Wyatt, Erin , Diane Kelly and Lauren Woodfinden

Pastoral Support lead: Richard Wilkes

Safeguarding Governor: John Wardle

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the needs of the pupils within the year group. The teaching about mental health and emotional wellbeing is linked directly to the statutory guidance for Health Education (September 2020).

Raising concerns about mental health and well-being

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. Where appropriate, it is preferred that

parents are involved in these discussions too. They will liaise with Pastoral support and/or other safeguarding needs (depending on the concern). If there is a concern that the pupil is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. In the case of a member of staff having concerns about another member of staff if it is appropriate to do so then they should speak directly and confidentially with the member of staff. Alternatively, the member of staff should share their concerns with a member of Senior leadership.

Immediate support can be implemented via our Pastoral Support Team or a lead or deputy DSL. The level and type of support will depend on the individual case and vary from short to long term provision. In some cases, the decision may be made that a child requires additional support over and above that provided within school. These decisions are agreed via the Senior leadership and Pastoral Teams. Access to the mental health team (BeeU), would be led by the Assistant Principal (SENDCo). The referral route for BEE-U can also be instigated by the parent via a GP or the Emotional Health and Wellbeing Panel (via school). This is held on the first Wednesday of every month. Cases are brought to the panel to discuss concerns relating to a child's mental health. The panel has representatives from Education Psychology Service, Behaviour Support Advisory Team, Designated Emotional Health and Wellbeing School Nurse and Health Visitor, BEE-U, BEAM and Headteachers. The panel offers a range of strategies to support the child's mental health. This may also include a referral to the BeeU service recommended by BeeU.

Targeted support at St Peter's Bratton C of E Primary Academy

We offer support through targeted approaches for individual pupils or groups of pupils which may include:

- A referral (via the class teacher) to Pastoral Support
- ELSA (Emotional Literacy Support) resources including managing feelings, anxiety gremlin resources, social stories, and many more
- Managing feelings resources e.g., worry(blue) boxes
- Emotion Coaching
- Build to Express or Lego Therapy
- Relaxation and mindfulness techniques
- Therapeutic strategies including Cognitive Behaviour Therapy, Solution Focused Brief Therapy and Motivational Interviewing- this may also be accessed via referrals to BSAT (behaviour support), School Nurse (for example, sleep champion support) or our Educational Psychologist
- Toolbox of Wellbeing
- Calm Brain

- Sign posting to external services such as BEAM and KOOTH
- Referral to Occupational Health for Staff (agreed between the specific member of staff and Principal)

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further appropriate support. We will display relevant sources of support in communal areas such as entrance areas, staffrooms, on displays and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

Whenever we highlight sources of support, we will ensure pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What might happen next

Identifying needs and Warning Signs

When assessing children's mental health, we should take into account:

- Attendance
- Punctuality
- Relationships between peers
- Approaches to learning
- Physical indicators
- Behaviour patterns
- Family circumstances
- Home/school relations
- Recent bereavement or trauma

Health indicators

Possible warning signs include:

- 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
- Pupil making comments about wanting to die, wishing they were dead
- 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
- Refusal to take part in 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

Managing disclosures

A child may disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental. Staff should listen, rather than advise and our first thoughts should be of the child's emotional and physical safety. All disclosures should be documented on CPOMS and follow usual school procedures.

Please refer to our Safeguarding policy for details on how we record and respond to disclosures.

External services

As part of our targeted provision, St Peter's Bratton C of E Primary Academy works with other agencies to support children's emotional health and wellbeing including:

- Emotional Health and Wellbeing Public Health School Nurse-
 - Educational Psychology Services – Penny Whittles
 - Behaviour Support Advisory Team – Darren Lennon
 - Paediatricians – if the child is registered
 - BeeU (child and adolescent mental health service) – Andy Cooke
 - Future in Mind Telford
 - Counselling services
 - Early Help and Support
 - Social Care
 - KOOH
 - BEAM

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable

- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the child, other members of staff
- What are the aims of the meeting? It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We are accepting of this (within reason) and give the parent time to reflect.

It may be necessary to highlight further sources and signpost parents to further information. It is possible that parents may find it hard to take much in whilst coming to terms with the news about their child. Sharing sources of further support aimed specifically at parents can also be helpful too e.g., parent helplines and forums. We will always provide clear means of contacting the school with further questions and consider booking in for a follow-up meeting or phone call as parents often have many questions as they process the information. We aim to finish each meeting with agreed next steps and always keep a record of the meeting.

Supporting our Parents

Parents are often welcoming of support and information from the school about supporting their child's emotional and mental health.

To support parents, we will:

- Be open and honest about mental health and demonstrate a commitment to supporting all children and their families
- Highlight sources of information and support about common mental health issues on our school website, twitter feed, newsletters, and other sources of home/school communication
- Ensure that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child
- Involve parents in events that raise awareness of mental health in children and adults
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children, through whole school events, the school website, Twitter feed, newsletters, and other sources of home/school communication
- Keep parents informed about the mental health topics children are learning about in PSHE and share ideas for extending and exploring this learning at home
- Support parents with their own mental health needs by understanding what support is available locally.

Supporting Peers

When a pupil is suffering from poor mental health, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other.

To keep peers safe, we will consider on a case-by-case basis which friends may need additional support.

Support will be provided either in one-to-one or group settings and will be guided by conversations by the child who is experiencing mental ill health and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend may see and therefore help by seeking support from trusted adult's help

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Staff training

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 children safe. Mental health Leads attending Future in Mind Telford, receive three full days of CPD each year, along with the resources and slides to cascade their learning to staff and parents. In addition, schools can access additional support through the Education Psychology Service and Behaviour Support Advisory Team. For further support, cases should be presented to the Emotional Health and Wellbeing Panel (EHWB panel).

Mental Health Leads who have attended Future in Mind Telford sessions will have access to and/or explored the following resources:

A Toolbox of Wellbeing – strategies to use in the classroom to support at all stages and phases

Understanding & Preventing Self-harm in Schools – Tina Rae & Jody Walshe

The Essential Guide to Cognitive Behaviour Therapy with Children & Young People – Tina Rae & Pandora Giles

Emotion Coaching – resource bank for parents, carers and professionals – Dr Tina Rae and Amy Such

The ASD Girls' Well Being Tool Kit: An Evidence -based intervention Promoting Mental, Physical and Emotional health – Tina Rae and Amy Such (2019) [Hinton Publishers]

Well Being Tool Kit for Mental Health Leads: A Comprehensive training resource to support well-being in education and care by Hinton House publishers

The Engagement Model Guidance from DfE, Jan 2020

The Engagement Model Guidance (DfE, January 2020) (PDF)

Respect Yourself – Relationships Education, Relationships and Sex Education and Health Education

Calm Kit – classroom-based strategies for reducing anxiety and stress, based on hypnotherapy. Group sessions and interventions available from Clarissa Woodcock. Clarissa Woodcock B.Ed (Hons) M. Ed.

Cognitive Fitness - <https://mycognition.com/>

Keiron Sparrowhawk - keiron.sparrowhawk@mycognition.com

What survival looks like in school – understanding, identifying and supporting fight, flight, freeze and submit - www.innerworld.co.uk

Expect Respect – A preventative curriculum for teaching about Domestic Abuse.

Social Stories

Sandra Williamson - Emotional Health and Wellbeing Public Health Nurse, School Nursing

BEAM The Children's Society

Kooth – Angela Jones - angela.jones@xenzone.com <https://about.kooth.com/covid19-data/>

The Belonging Strategy – Telford and Wrekin

Shropshire Wildlife Trust - 30 days wild to 365 days wild – wildlifetrusts.org - Bryony Carter, Natural Childhood Manager, Shropshire Wildlife Trust - 01743 284290 Mob: 07487587316 - bryonyc@shropshirewildlifetrust.org.uk Web based

Podcasts with Professor Barry Carpenter – The Recovery Curriculum

www.recoverycurriculum.org.uk [Professor Barry Carpenter describes how a recovery curriculum could be implemented in schools](#)

Coffee Time with Dr Tina Rae – These 1 hour sessions cover the following: Using tools from CBT with children and young people, anxiety, grief and loss, understanding and using mindfulness, positive psychology, understanding trauma, emotional literacy and emotion coaching, peer group supervision, self-esteem and growth

https://www.google.com/search?q=Dr+Tina+Rae+U+tube&rlz=1C1GCEA_enGB860

Engagement for Learning - <https://engagement4learning.com/>

- The Engagement for Learning Framework is a resource for educators, including teachers, teaching assistants and therapists working in both mainstream and special education

Public Health - Psychological First Aid (PFA) digital training module

CEOP Education Team ceopeducation@education.nca.gov.uk

Adverse Childhood Experiences - training linked to Adverse Childhood Experiences

<https://www.acesonlinelearning.com/>

NSPCC – www.nspcc.org.uk

Mental Health Foundation – mentalhealth.org.uk

Every Mind Matters - <https://www.nhs.uk/oneyou/every-mind-matters/>

Coram Life Education - cle@coram.org.uk

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>

<https://mentalhealth.org.uk/coronavirus/talking-to-children>

[https://kely.org/assets/docs/Resources/Information/MentalHealth/Coolminds Staying-well-during-coronavirus-outbreak.pdf](https://kely.org/assets/docs/Resources/Information/MentalHealth/Coolminds_Staying-well-during-coronavirus-outbreak.pdf)

<https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-healthand-wellbeing-resources.pdf>

<https://www.mind.org.uk/information-support/for-children-and-youngpeople/coronavirus/coronavirus-and-your-wellbeing/>

<https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirusadvice-for-families-staying-at-home/>

<https://mentalhealth-uk.org/blog/how-to-have-an-open-conversation-with-youngpeople-about-coronavirus/>

<https://www.kooth.com/>

<https://www.childline.org.uk/>

Thriving with Nature – joint work between the Mental Health Foundation and World Wildlife Trust-

<https://www.mentalhealth.org.uk/campaigns/thriving-withnature?bblinkid=230928973&bbemailid=22797689&bbejrid=1555405942>

Schools in Mind – Anna Freud - <https://www.annafreud.org/what-we-do/schools-inmind/>

<https://www.mentallyhealthyschools.org.uk/>

<https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-healthresources-for-schools/>

<https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

<https://www.time-to-change.org.uk/get-involved/get-involved-schools/schoolresources>

<https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguardingnews/youre-never-too-young-to-talk-mental-health-free-teaching-resources/>

<https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm>

<https://www.liverpoolcamhs.com/workforce-tools/mental-health-session-plansresources-for-schools/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidanceteaching-about-mental-health-and>