

Pupil mental health and wellbeing policy

Errington Primary School



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Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
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1. Policy statement

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

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Behaviour policy
- Policy for Improving Behaviour through Emotional Regulation
- Peer on peer abuse policy
- Safeguarding policy
- Whole child curriculum

3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Support children to develop emotional regulation strategies
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

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](#)

5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the 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 senior mental health lead.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

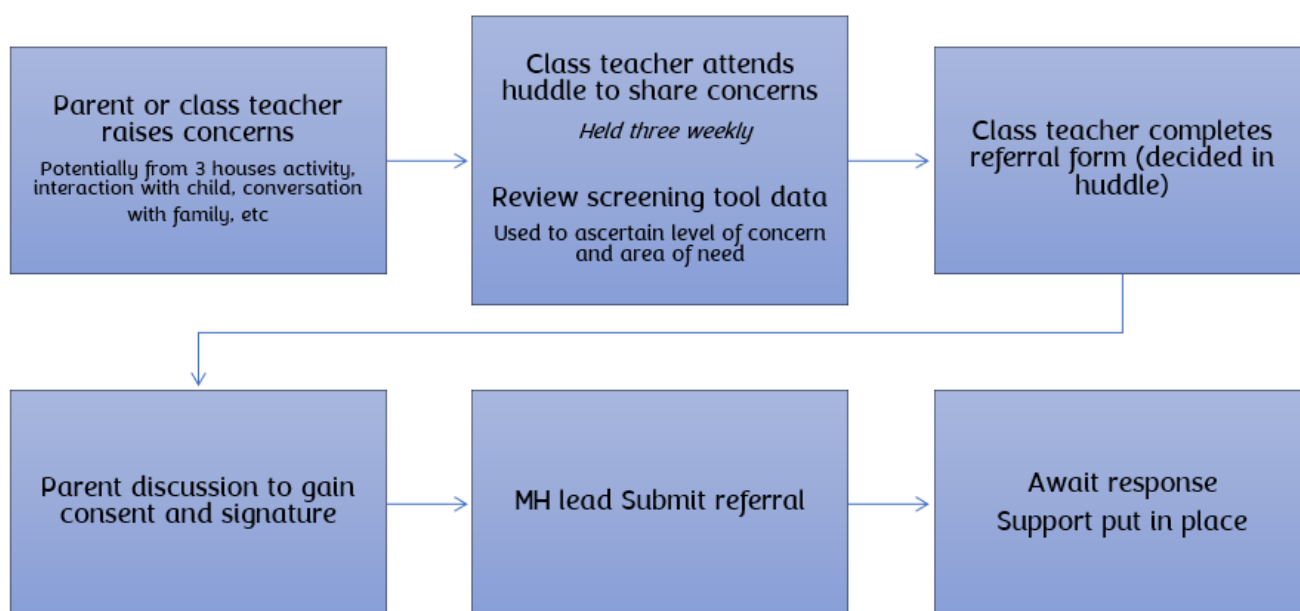
- Headteacher – Mrs Rule
- Designated safeguarding lead (DSL) – Mrs Rule (Headteacher), Mrs English (SLT), Mr Glover (Governor)
- Special educational needs co-ordinator (SENCO) – Miss Matthews
- Senior mental health lead – Mrs Bennison (KS2 teacher)

6. Procedure to follow in case of mental health concern

When a concern is raised around a child's mental health and emotional wellbeing, there is a robust system in place for school staff to follow, as detailed below.

- Stage 1 is when a concern is raised, which could come from a variety of situations.
- In stage 2, the class teacher attends a huddle of professionals which takes place three-weekly. The huddle is made up of the SMHL and representatives from the MHSTs used in school. The huddle discusses the needs of the child and makes recommendations of how to best support them.
- Stage 3 is when referrals are made, following advice from the huddle.
- Stages 4 to 6 show the process of submitting the referral up to the point of intervention being started.

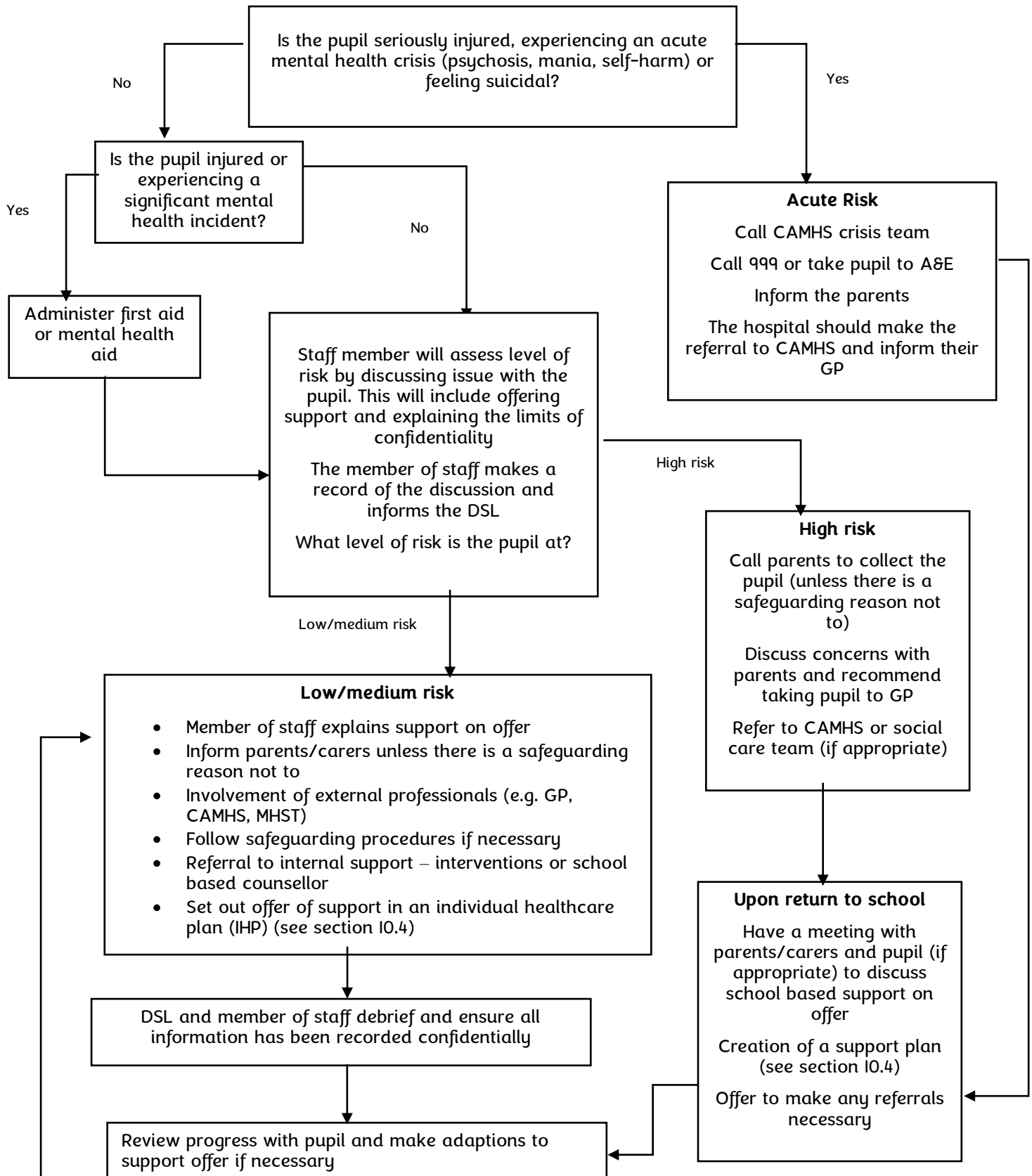
Route for accessing Mental Health support



*Weekly huddle meeting- please tell us what the problem is; what the known triggers are; what keeps happening as a result (hurting, leaving the room, disrupting, etc); any key family history info.

*Please email MH lead names of children you intend to discuss before the weekly huddle, so they can be added to the agenda.

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



8. 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
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in 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
- 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

9. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain 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 the school's safeguarding policy and pass on all concerns to the designated safeguarding lead and senior mental health lead, if appropriate. All disclosures are recorded and stored in the pupil's confidential child protection file.

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

10. Confidentiality

Staff should 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
- The support 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 one appropriate colleague. This will usually be the 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 will be informed unless there is a child protection concern. In this case the child protection and safeguarding policies will be followed.

10.1 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 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 you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL and/ or mental health lead 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

11. Supporting pupils

11.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE sessions, lesson time, Hello Yellow charity day and mental health awareness week
- Having open discussions about mental health during lessons, at an age appropriate level
- Providing pupils with avenues to give feedback on any elements of school that is negatively impacting their mental health
- Monitoring of all pupils' mental health through assessments e.g. questionnaires, 3 houses activity, screen tools, weekly huddle for professionals

- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Post box system to request a wellbeing check in and chat with the senior mental health lead
- Weekly mental health and wellbeing drop in sessions with the senior mental health lead
- Head starters (peer mentors/ emotional wellbeing champions) across school
- The Yellow Room, a safe space solely used for all mental health interventions
- Access to Inside Out mental health support team (South Tees NHS). This is a partnership consisting of:
 - The Link (Redcar)
 - The Junction (Redcar and Middlesbrough)
 - Mind (Middlesbrough, Redcar, Stockton)
 - A Time 4 You
 - Inside Out
 - ABC
 - Changing Futures
- Educational Mental Health Practitioner (EMHP) based in school one day per week
- Implementation of the policy for Improving Behaviour through Emotional Regulation
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - PSHE sessions
 - Wellbeing Toolkits

II.2 Assessing what further support is needed

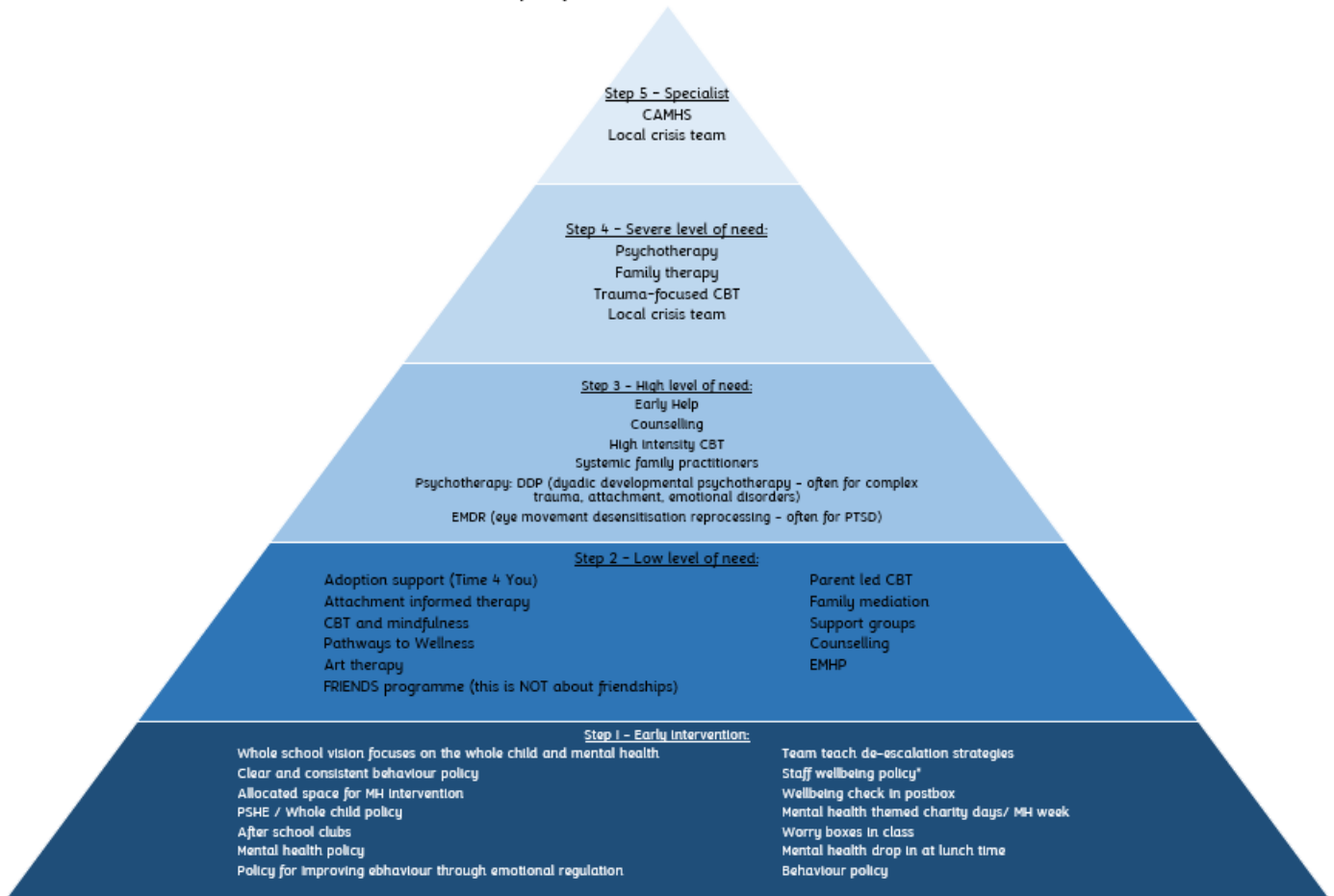
If a pupil is identified as having a mental health need, the senior mental health lead will take a graduated response and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Discussing the needs of the child in the three-weekly Huddle with professionals from MHSTs
- Taking the actions discussed in the huddle
- Reviewing the effectiveness of the support offered

II.3 Mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the approach detailed above. The support offered at our school includes:

Steps of Mental Health Intervention



Created on 3.3.22 by Sophie Bennison – Mental Health Lead at Errington

Reviewed on 24.2.23 and 9.3.24 by Sophie Bennison – Mental Health Lead at Errington

II.4 Wellbeing plans

A pupil will be offered a wellbeing plan (WP) if both school and family feel it would be a useful way of passing on information to those who should be aware of their child's needs.

WPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's WP will contain the following details:

- The mental health concern
- Any known triggers
- Specific strategies to use, both when regulated and dysregulated
- The level of risk presented when heightened
- Who in the school needs to be aware of the child's needs
- What to do in an emergency

Wellbeing (+) page plan											
Name:	Year / class: Date:										
Mental Health concern/ difficulty:	Known triggers:										
You should do this when they are calm and regulated:	You should do this when they are heightened/ dysregulated:										
In your professional judgement, assess the risk of harm to the child and other during dysregulation:	You need to know:										
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Low</td> <td>Medium</td> <td>High</td> </tr> </table>		Low	Medium	High							
Low	Medium	High									
What is the risk?											
Emergency / Crisis plan:	Share this with: (name and signature)										
	<table border="1" style="width: 100%;"> <tr><td>Child:</td><td></td></tr> <tr><td>Family:</td><td></td></tr> <tr><td>Teacher:</td><td></td></tr> <tr><td>Support staff:</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>	Child:		Family:		Teacher:		Support staff:		Other:	
Child:											
Family:											
Teacher:											
Support staff:											
Other:											

12. Supporting and collaborating with parents and carers

We will work with parents and 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
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- 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 forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents 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 the school will ensure that parents 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.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

13. Supporting peers

Watching a friend experience poor mental health can be extremely 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

14. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The senior mental health lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

15. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE

We will follow our Whole Child Curriculum (PSHE).

Pupils will be taught to:

- Recognise their own indicators of changing behaviours and emotions
- Develop healthy coping strategies
- Develop regulation strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our Whole Child (PSHE) curriculum.

14.2 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 they think their mental health is deteriorating

16. 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

17. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer MH support for staff through the Trust's SLA with TACT Counselling Redcar.

18. Monitoring arrangements

This policy will be reviewed by the senior mental health lead annually. At every review, the policy will be approved by the headteacher and governing body.