

Muskhams Primary School

Mental Health Policy

Signed

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Definition of Mental Health and Wellbeing

"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 Organization)

Mental Health and Wellbeing is not however, just the absence of mental health problems. In order for the community of Muskham Primary to have a positive mental health and wellbeing, we want all pupils and stakeholders to:

Feel confident in all that they do

Be able to express emotions appropriately

Make and maintain positive relationships with others

Cope with the stresses of everyday life

Know how to manage stresses and deal appropriately with change

Enjoy every day that they come into school

Policy Statement

At Muskham Primary School, we aim to promote positive mental health for every member of our school community (children, staff, Governors, parents and carers). We recognise how important mental health and wellbeing is in our lives, and that it is equally as important as physical health.

Mental health is a critical part of a child's wellbeing, and we recognise that poor mental health can adversely affect a child's learning and progress. Our whole school values are at the root of all we do in school, and we use these positively to promote good mental health and wellbeing for all of our community. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

By making our school mentally healthy, we strive to ensure a nurturing, welcoming and supportive environment, where all children can build on their potential, no matter their life experiences. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for our pupils. We aim to provide a safe and healthy place for all our community to be part of. We want to ensure we help the children deal with their own mental health, support others who may be suffering from poor mental health, and understand what they can do in order to have a positive mind-set.

Aims

Our policy aims to set out the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our Administration of Medicines policy in cases where a student's mental health overlaps with or is linked to a medical issue, and the SEND policy where a student has an identified special educational need. There may also be links to our Safeguarding, Anti-Bullying, Equalities and Behavioural Policies.

Our policy aims to:

- Promote positive mental health in all members of our school community across the whole school
- Increase understanding and awareness of common mental health issues

- Explain how we prevent mental health problems
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Signpost our community to seeking further advice and support
- Provide support to students suffering mental ill health and their peers and parents/carers

Lead Members of Staff

We believe that all staff have a responsibility to promote positive mental health across the school. Within this, all staff should understand about risk factors for mental health. 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. Looking out for such signs will allow for staff to provide early intervention and provide them with the support they need.

All staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:

- Amanda Crossland, Headteacher, DSL.
- Kavita Tansley, Deputy Headteacher, Deputy DSL, RSHE Lead.
- Laura Ellison, Senior Mental Health Lead.
- Rachael Ward, SENDCo.
- Anne Allsop, Chair of Governors, Safeguarding Governor.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Mental Health Lead in the first instance. If there is a fear that the student is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead.

- If the student presents a medical emergency, then the normal procedures for medical emergencies should be followed, including contacting the emergency services if necessary.
- Where a referral to MHST or CAMHS is appropriate, this will be led and managed by Laura Ellison, Amanda Crossland or Rachael Ward, dependant on the nature of the referral. Further guidance on support for mental health or making a referral to MHST or CAMHS can be accessed using the following link:
- <https://nottalone.org.uk/>

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental RSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Our progressive RSHE curriculum ensures that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We believe that the school has a key role in promoting children's positive mental health and providing them with strategies to prevent a decline in individual mental health throughout their school life. Our creative curriculum allows for children at Muskham to develop a range of strategies and approaches to support them on their journey through school, whilst maintaining positive mental health.

These activities include:

Assemblies led by pupils and staff

Playground Assistants – a group of pupils selected who are on 'duty' at break and lunch times to support other children

Weekly celebration assembly – including certificates linked to Enablers

The Great Project for Year 5 – a programme linked directly to domestic violence

Take 5 Ambassadors – a group of pupils selected to deliver the Take 5 breathing practice daily in every class

Transition programmes

A 1-4 day transition from Year 6-7 programme for all pupils moving into secondary school (length of time dependent on secondary school)

A half day in-school transition to support year group to year group transition before the next academic year begins

Identifying, supporting and referring children with mental health needs

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. The support available within school and our locality are shown in Appendix 1.

The Senior Mental Health Lead will be able to give advice on the best option to take in each individual situation.

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. Staff are also aware of risk factors which contribute to Mental Health need and behaviour. These warning signs should always be taken seriously, and staff observing any of these warning signs should communicate their concerns with the Senior Mental Health Lead.

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
- 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
- Skipping 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

Staff are also aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour. All of these behaviours may be as a result of home problems, difficulties in learning, peer relationships or development.

If there is a concern that a pupil is in danger or immediate harm, the school's child protection policy needs to be followed. If there is a medical emergency, then the appropriate procedure for this needs to be followed.

The school's referral system for a child with mental health concerns can be found in Appendix 2.

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff. If a student 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-judgemental. Staff should listen, rather than advise. All disclosures should be recorded in writing and passed to the Senior Mental Health Lead or DSL, depending on the nature of the disclosure. The Senior Mental Health lead will offer support advice about next steps, and whether external support is required.

Confidentiality

It is important that staff are calm, supportive and non-judgemental to pupils and adults who choose to make a disclosure to themselves or a friend. Staff make it clear to the children that the concern will need to be passed to the Senior Mental Health Lead or DSL, and recorded, in order to provide the appropriate support to the pupil or adult in question.

Parents must always be informed if a pupil is at risk of harm or unable to keep themselves safe. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, and the DSL must be informed immediately.

Assessment, intervention and support

All concerns are reported to the Senior Mental Health Lead using the referral form in Appendix 3. An assessment will then take place by the Senior Mental Health Lead (and DSL/if appropriate) to ensure that the concern is addressed as quickly as possible, and that the appropriate support is given.

This may be from within school, or from an external specialist service. We believe early intervention is key, and we aim to deal with any concerns as quickly as possible, and provide support immediately.

At the beginning of any mental health support intervention, staff will complete an initial questionnaire about the child. The questionnaire is repeated again at the end of the intervention to assess the impact that has been made, and to determine whether the child requires further support. The questionnaire is outlined in Appendix 4.



Support available

Tier 1

- Take 5
- Book of Beasties
- An Emotional Menagerie
- Welcome routines
- Consistency
- RSHE lessons
- Ways to Wellbeing
- Growth Mindset
- Emotional literacy
- Gratitude
- Wellbeing library

Upper Tier 1

- Book of Beasties – small group
- An Emotional Menagerie – 1:1
- Talking mats
- Comic strips
- Social stories
- Emotional regulation
- Circles of control
- Zones of Regulation
- Safety Plan
- Connector Cogs
- Balancing the books toolkit
- ELSA

Tier 2

- ELSA
- Nottinghamshire MHST (Mental Health Support Team)
- CASY
- Be U Notts
- Young Minds

Tier 3

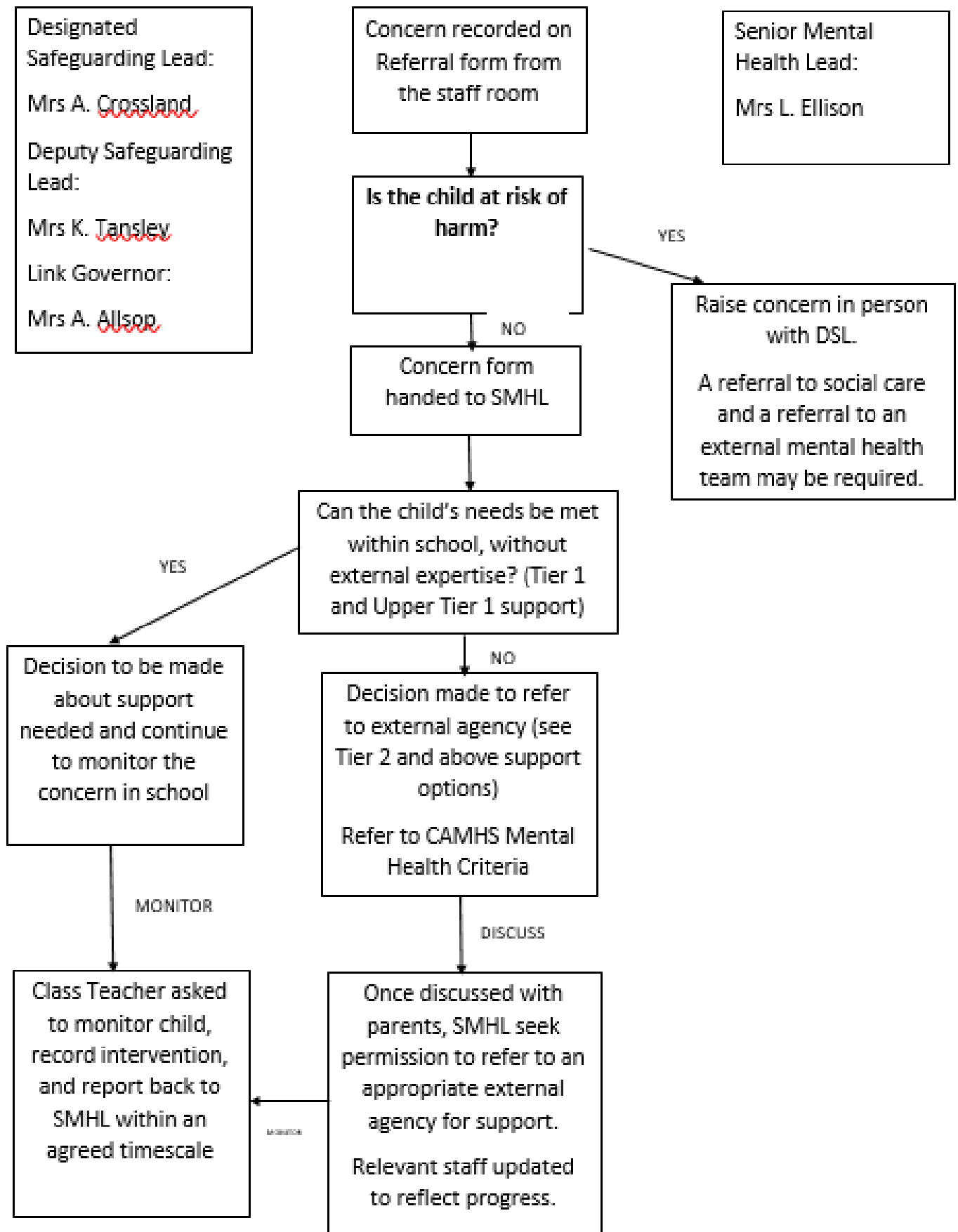
- CAMHS (Children and Adolescent Mental Health services)
- CYPMHS (Children and Young People's Mental Health Services)

Tier 4

- Highly specialised services e.g. eating disorders



Flowchart for raising concerns about a Child's Mental Health





Mental Health concerns Referral Form

Name of referrer _____

Role in school _____

Date of referral _____

Name of child _____

Class _____

Any known previous Mental Health support provided for this child?

No

Yes – please provide known details below:

Details of concerns (please provide as much information as possible, including presenting behaviours, how long these behaviours have been presenting for etc).

TO BE COMPLETED BY SENIOR MENTAL HEALTH LEAD

Date concern received _____

Tier of support required _____

Specific intervention (s) to be utilised

Staff member to provide support _____

Start date of support _____

End date of support _____ (Total _____ weeks)

Impact recorded and attached Yes No

Further support required? Yes No

Details:

Mental Health Intervention questionnaire

Please complete this questionnaire for the child before you begin your intervention. Then, complete the questionnaire again in a different colour at the end of the intervention.

1 = not true at all 10 = very true

Name of child _____

Date intervention started _____

Date intervention ended _____

Completed by _____ (staff member)

1. Considerate of others' feelings

1 2 3 4 5 6 7 8 9 10

2. Rather solitary, tends to play alone

1 2 3 4 5 6 7 8 9 10

3. Generally obedient, does what is asked of them

1 2 3 4 5 6 7 8 9 10

4. Has many worries/often seems worried

1 2 3 4 5 6 7 8 9 10

5. Often unhappy, down-hearted or tearful

1 2 3 4 5 6 7 8 9 10

6. Easily distracted, concentration wanders

1 2 3 4 5 6 7 8 9 10

7. Nervous in new situations, easily lose confidence

1 2 3 4 5 6 7 8 9 10

8. Is often anxious

1 2 3 4 5 6 7 8 9 10

9. Thinks things out before acting

1 2 3 4 5 6 7 8 9 10

10. Gets on better with adults than with other children

1 2 3 4 5 6 7 8 9 10

11. Sees tasks through to the end, good attention span

1 2 3 4 5 6 7 8 9 10