

LITTLEBOURNE CE PRIMARY SCHOOL



Mental Health and Wellbeing Policy

Key Contact Personnel in School

Headteacher: Samantha Killick

Chair of Governors: Anna Webber

Date Written: October 2021

Date Agreed and ratified by Governing body: November 2021

Date of next review: 2023

School Vision

At Littlebourne, we foster a nurturing, inclusive school community. Following the example of Jesus, we act with compassion, to look outwards to serve our neighbour. We empower all to be lifelong, respectful learners who flourish under God's guidance. Through our aspirational creative curriculum, we grow and thrive together.

Policy Statement

The term 'wellbeing' can be used to describe our holistic health, including our physical, mental and emotional health. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and 'bounce back' from life's challenges (Anna Freud – National Centre for Children and Families)

Littlebourne acknowledges the duty of care it has towards every member of staff and pupil body and recognises the importance of supporting and promoting physical, mental, social and financial wellbeing within our school community. We aim to promote positive mental health and wellbeing and we aim to recognise and respond to need as it arises.

This policy provides a framework within which the school will seek to encourage and facilitate working practices to measure and improve wellbeing.

Scope

This policy applies to all members of Littlebourne CEP School including non-teaching staff and governors. This wellbeing policy should be read in conjunction with our SEN policy and our Children with Medical Needs Policy. These can be found on our website. [Key Information and Policies | Littlebourne Church of England Primary School \(littlebourne-kent.co.uk\)](http://www.littlebourne-kent.co.uk)

This policy aims to:

- Promote and support a health culture around mental health and wellbeing
- Increase the understanding and awareness of common mental health and wellbeing issues
- Provide support for all to enable mental health and wellbeing to be managed effectively
- Provide support to pupils suffering with mental ill health and wellbeing issues and parents/carers

Lead Members of Staff

Although all staff have a responsibility to promote the mental health of pupils and others. Staff with a specific, relevant remit include:

- Sam Killick – Headteacher and Designated Safeguard Lead
- Robert Moorfield – KS Lead and Deputy Safeguard Lead
- Amy O’Keefe – Senior Teacher and Deputy Safeguard Lead
- Charlotte McLean – SENCO and Deputy Safeguard Lead

If a member of staff is concerned about the mental health or wellbeing of a pupil, they should speak to one of the named members of staff above in the first instance. If there is a fear that the pupil may be in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguard 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.

Individual Care plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil’s condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves and others.

We follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing in a safe and sensitive manner which helps rather than harms. At Littlebourne, our chosen PSHE scheme is jigsaw.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is

aimed at and how to access it is available by contacting our SENCO, Charlotte McLean or accessing our website.

We will display relevant sources of support in communal areas 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 increase the chance of pupil help-seeking by ensuring pupils understand:

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

Warning Signs

School staff may become aware of warning signs which indicate a pupil experiencing mental health and emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the named persons named above.

Possible warning signs could 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 and loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing Disclosures

A pupil may choose to 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 pupil 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 and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'why?' For more information about how to handle mental health disclosures see our Child Protection Policy.

All disclosures should be recorded inline with our school safeguarding procedures and shared with one of our named leads, named above, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with the regards to confidentiality. If we feel it is necessary for us to pass on our concerns about a pupil, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Headteacher or the SENCO. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil. It ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it should be most appropriate and helpful to share this information with.

As part of our commitment to empowering our children to develop awareness of and take responsibility for their own mental health and well-being, when children reach key stage 2 (Years 3-6) and report difficulties regarding their mental health or well-being, we give them a 24-hour

window of opportunity, to discuss these difficulties with their parents/carers. We aim to inform parents/carers of the reported difficulty after this 24-hour period.

For children in Key stage 1 (Years 1-2) or Early Years Foundation Stage, parents will be informed as soon as possible following the reported difficulties to mental health and/or well-being.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, appropriate support will be offered to pupils to enable this to happen safely whilst ensuring parents are kept abreast of any significant issues surrounding their child/ren's wellbeing. We should always give pupils the option of us informing parents for them or with them.

The only exceptions to these procedures are where there are safeguarding concerns, either directly related to the reported difficulties or as a result of highlighting these difficulties. In these incidences our safeguarding policy supersedes this policy.

Should child protection concerns become apparent at any point during discussions with pupils, the DSL should be informed immediately and appropriate advice will be sought in line with our child protection policy regarding information sharing.

Working with 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 pupil, 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 should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you are sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, 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. In order 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 pupil who is suffering 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 help (e.g. signs of relapse)

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

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe.

The Church of England will host relevant information on their virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPD should be discussed with the Headteacher or the SENCO, who can also highlight sources of relevant training and support for individuals as needed.

Staff Mental Health and Wellbeing

The mental health and wellbeing of staff is equally as important to us. Support is provided if requested and agencies can be signposted. Access to counselling is given to staff and time for appointments or compassionate leave is given at the Headteacher's discretion.

Staff wellbeing is supported through:

- Everyone fostering and supporting a pleasant environment in which to work
- A spacious staffroom for all staff to use away from pupils and visitors
- Informal supervision session
- Closing the school at times throughout the year (half terms and holidays) to ensure staff do not feel as though they should be in school
- Opportunities to come together where possible
- Wellbeing days where possible
- Staff being involved in their inter house competitions
- Verbal recognition
- Staff wellbeing surveys to capture voice

- No member of staff is expected to respond to parents or emails before 8:30 am or after 5pm
- No member of staff is expected to respond to email before 8:30 am or after 5pm or at the weekend

Responsibilities of Headteacher

- To seek to foster a culture in which the mental, physical, social and financial wellbeing of Employees is discussed openly and is actively supported
- To consider the impact of management decisions on Employee wellbeing and take appropriate actions to address issues whilst not preventing the right to manage staff
- To create a space for Employees to disclose a concern about their own wellbeing or others within the school
- To carefully consider any support it may be appropriate to provide where an Employee discloses a concern which may be impacting on their wellbeing
- To consider implementing appropriate measures to minimise risks to Employee wellbeing and to identify initiatives to promote and support Employee wellbeing as appropriate
- Attend training in order to increase their understanding and awareness of wellbeing

Responsibilities of Employees

- To make their Headteacher / Line Manager aware of any factors which may be impacting on their wellbeing so appropriate support can be considered at the earliest opportunity
- Take reasonable responsibility for their own mental, physical and emotional wellbeing
- Acting in a manner which does not have a detrimental impact on the wellbeing of other members of the School community
- Act in a proactive manner in making use of wellbeing and support mechanisms provided by the School as appropriate

School Support for Employee Wellbeing

The School provides Employees with access to a number of services to support Employee wellbeing.

Occupational Health

The School will provide employees with access to an OH provider should this be needed. This enables employees to discuss any concerns about their health and wellbeing with an occupational health specialist and for the School and employee to receive advice / guidance on how to manage or support any medical condition.

Where an Employee wishes to access an OH assessment they should discuss this with the Headteacher who will consider whether a referral may be appropriate.

Mediation

In appropriate circumstances the School will provide employees with access to informal mediation services. Mediation seeks to improve employment relationships by assisting Employees in reaching a resolution to workplace disputes or conflict. If it is deemed necessary, formal mediation will be supported by the school to ensure situations can be resolved. Formal mediation is a voluntary and confidential process and will be facilitated by an external professional mediator.

Coaching and Mentoring

The School can offer employees with access to coaching and mentoring opportunities to support their development. Coaching and mentoring may be considered where an employee is new to their role, would like support with aspects of their work or in instances where an individual wishes to explore career development.

Employees wishing to access coaching and mentoring opportunities should discuss this with the Headteacher in the first instance.

Education Support Network

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

The Education Support Network is a national organisation which provides practical and emotional support to teaching and support staff working in the education sector. The network also operates a free support line.

Support Line: 08000 562561

NHS

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

The NHS Volunteers Service can also provide a telephone 'check in and chat' for if you have mental health issues and are feeling isolated.

Support Line: 0808 196 3646

Additional Support for Employees

Staff are able to access a list of Education Staff Helplines on Kent-Teach. (Appendix 1)

Further Information and Resources

ACAS Health and Wellbeing in the Workplace Guidance
<https://www.acas.org.uk/health-and-wellbeing>

Anna Freud – 10 Ways to Support Staff Wellbeing

<https://www.annafreud.org/schools-and-colleges/resources/ten-ways-to-support-school-staff-wellbeing/>

Dfe School Workload Reduction Toolkit

<https://www.gov.uk/guidance/school-workload-reduction-toolkit;>

Dfe: Flexible Working Resources for Teachers and Schools

<https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools>

HSE Work Related Stress and Management Standards

<https://www.hse.gov.uk/stress/>

Mental health at Work

<https://www.mentalhealthatwork.org.uk/resource/address-your-stress-toolkit/?read=more;>

Legislation

Equalities Act 2010

Legal Duty of Care – HASWA 1794 / Management of Health & Safety at Work Regulations 1999 – duty of care

<https://www.hse.gov.uk/legislation/hswa.htm>

HSE Management Standards Demand / Role / Support / Relationships / Change / Role

<https://www.hse.gov.uk/stress/standards/>

Thriving at Work

<https://www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-and-employers;>

Appendix A: Education Staff Helplines

EDUCATION STAFF HELPLINES

 **Anxiety UK:** 03444 775 774 (Monday to Friday, 9.30am to 5.30pm)

 **Education Support:** UK-wide: 08000 562 561 day or night Txt: 07909 341229 (answered within 24 hours)

 **DfE Helpline:** Telephone: 0370 000 2288 Monday to Friday, 9am to 5pm

 **Help for money problems:** 0800 138 7777 from Monday to Friday, 8am to 6pm

 **National Debtline:** 0808 808 4000 from Monday to Friday, 9am to 8pm

 **StepChange Debt Charity:** 0800 138 1111 from Monday to Friday, 9am to 5pm

 **Samaritans:** 116 123

 **Campaign Against Living Miserably (CALM):** 0800 58 58 58 (daily, 5pm to midnight)

 **Eating disorders:** Phone: 0808 801 0677 (adults) or 0808 801 0711 (for under-18s)

 **Drinkline:** 0300 123 1110

 **FRANK:** 0300 123 6600

 **NHS Volunteers Service:** 0808 196 3646 (8am to 8pm)

 **NHS 111 online.** If you have no internet access, you should call NHS 111.

WWW.KENT-TEACH.COM

