Dereham Church of England Junior Academy

Mental Health and Emotional Wellbeing Policy

Contents

1.0   Policy statement

At Dereham Church of England Junior Academy, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures, we ensure a safe and supportive environment for all those affected - both directly and indirectly - by mental health issues. Additionally, our approach aims to raise awareness in order to eliminate prejudice and build an unbiased, compassionate society where all children and adults feel accepted.

2.0   Scope

This policy is a guide to all staff – including non-teaching and governors – and outlines Dereham Church of England Junior Academy's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies including, but not limited to:

- Behaviour Policy
- Safeguarding Policy
- Special Educational Needs (SEN) Policy
- RSHE Policy
- Code of Conduct for all adults.

3.0   Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in pupils
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide the right support to pupils with mental health issues, and know where to signpost them and their parents/carers for specific support
- Develop resilience amongst pupils and raise awareness of resilience building techniques
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing
- Instil a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0   Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, themselves and each other. However, key members of staff have specific roles to play:

- *Pastoral Workers* – Lyndsay Hathaway and Donna Peek
- *Designated Safeguarding Lead and Alternates* – Kelly Scott (HT), Simon Dack (DHT), Kelly Carter (SENCo), Lyndsay Hathaway and Donna Peek
- *Mental Health First Aider (Adults)* – Kelly Scott (HT)
- *SENCO* – Kelly Carter
- *Mental Health Champions* – Simon Dack (SLT), Kelly Carter, Donna Peek, Lyndsay Hathaway, Claire Guymer (Teaching Assistant) and Andy Blenkin (Class Teacher)
- *RSHE Lead* – Sarah Woodall (Class Teacher)
- *Other members of the 'Mental Health Team'* – Sophie Swetman (Class Teacher), Tracy Stuart-Sheppard (Class Teacher), Ed Turner (Teaching Assistant), Joanne Kendall (Higher Level Teaching Assistant)
- *Governor responsible for Mental Health and Wellbeing* – Gemma Starling. Developments in MHWB are reported to the governors in line with the Single Change Plan and additional meetings re. monitoring are held between GS and SD.

All of the above named members of staff (does not include Gemma Starling – Governor) are part of the school's Mental Health Team and come from cross-section of roles within school. They each have specific roles within the team and meet regularly. The team is led by Simon Dack, the Deputy Head and SLT Mental Health Champion.

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Pastoral Workers (Lower School – Donna Peek; Upper School – Lyndsay Hathaway).

If there is a concern that the student is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed and/or a report through to CADs if it is considered a child could be at risk of significant harm.

Furthermore, if the child presents an immediate high risk medical emergency the emergency services will be contacted.

5.0   Individual Care Plans

When a pupil has been identified as having a serious cause for concern; has received a diagnosis of a mental health issue; or is receiving support either through CAMHS or another organisation, the school will consider drawing up an Individual Care Plan. If this is deemed appropriate, the development of the plan will involve the pupil, parents, and relevant professionals. It will be drafted by Kelly Carter (SENCo) in consultation with other involved staff if necessary.

Elements of this plan to be considered, include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school including specific staff responsibilities.

6.0   Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our RSHE curriculum.

Our academy supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019, and our curriculum reflects this guidance. Our RSHE curriculum is bespoke to us and has been informed by the needs of our school, taking into consideration local socio-economic data and surveys of both pupils and parents.

Incorporating this into our broader curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Every class has weekly RSHE sessions and in each year group there is a unit that refers explicitly to Mental Health and Wellbeing. In addition to this and because we have identified this area as a crucial part of our curriculum, each session, even if it is not explicitly focused on mental health, has a slide/point of reference that links the topic being discussed to mental health.

Furthermore, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies (in discussion with the pastoral team) to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

7.0   Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, classrooms, communal spaces, toilets etc.) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services.

The aim of this is to ensure pupils, staff and parents understand:

- What help is available
- Who it is aimed at
- How to access it
- Why they should access it (if necessary)
- What is likely to happen next.

8.0 Sources or support at school and in the local community

School Based Support for Pupils

It is vitally important that pupils know there is support available to them in school. Knowing that there are staff that they can talk to and who will act upon what is said, is an integral part of ensuring pupils feel mentally safe and well in school.

Our school's behaviour policy is built upon the foundations of mutual respect and building relationships between pupils and staff. A relationship built upon these foundations will lead to pupils feeling able to disclose their mental health concerns to adults in school.

The following support is available to pupils in school. They are listed in the order a pupil should try and access support:

1. Any adult in school
   - *Who are they?* – Any adult in school; most likely to be the teacher/TA/MSA attached to the pupil's class
   - *Who is the support suitable for?* – Any child in school
   - *How is the support accessed?* – There is no set procedure. The pupil may talk to the adult, or the adult may start a conversation with the pupil based on observations
   - *How is the support communicated to pupils?* - Classroom posters, RSHE lessons, Collective Worship

2. Pastoral Workers (PWs):
   - *Who are they?* - Lyndsay Hathaway (Ys 5 & 6) and Donna Peek (Ys 3 & 4). Both pastoral workers are DSLs and are Thrive trained
   - *Who is their support suitable for?* – Pupils whose mental health needs are causing concern and cannot be catered for by the class teacher and/or TA alone
   - *How is their support accessed?* - Referred to the appropriate PW by class teacher or parent request
   - *How is this support communicated to pupils?* – Classroom posters, RSHE lessons, being visible around school and on the playground, introduction and visiting classrooms.

3. Mental Health Champions (MHCs):
   - *Who are they?* – Simon Dack (Deputy Head - SLT Trained), Kelly Carter (SENCo), Donna Peek (Pastoral Worker), Lyndsay Hathaway (Pastoral Worker), Claire Guymer (Teaching Assistant) and Andy Blenkin (Class Teacher). All have been trained
   - *Who is their support suitable for?* – Pupils who have been seen by the PW but it is viewed that a referral to an outside agency may be required. This would include liaison with family
   - *How is their support accessed?* – PW and MHC will discuss what has been done so far and agree on next steps. This may include referral on or keeping provision in house
   - *How is this support communicated to pupils?* – Pupils are made aware of role of MHCs in school through classroom posters, RSHE lessons, being visible, introduction and visiting classrooms. PWs will discuss with the pupil, if there is a need to refer on.

4. Life Coach – Paddy Venner:
   - *Who are they?* – A minister and creator of 'The Yourevoltion'. Paddy is a bought in resource and provides 1:1 life coaching after a series of whole class sessions
   - *Who is their support suitable for?* – Pupils in Y6 who have been identified by staff in the year group as having emerging or existing **mental health needs (including behavioural).** Parental consent is required and families and our pastoral team are also kept informed of progress including reports from 1:1 sessions
   - *How is their support accessed?* – Via the class teachers in Y6 and recommendations from the pastoral team. Parents of identified pupils are also contacted and consent required
   - *How is the support communicated to pupils* – Through the initial whole class sessions.

School Based Support for Adults

The mental health of our staff is equally as important as that of the pupils. If we want adults to educate our pupils and adults to help the school run efficiently, we need mentally healthy adults.

The following support is available in school[1]:

1. Line Manager:
   - *Who are they?* – Every member of staff has a line manager. As a line manager, part of the role is to do as much as possible to support the mental health of staff they manage
   - *Who is their support suitable for?* – Any member of staff they directly manage
   - *How is their support accessed?* – No referral is required; conversations can be started by either party
   - *How is this support communicated to staff?* – Policy and as part of the performance management cycle.

2. Mental Health First Aider (MHFA):
   - *Who is this?* – Kelly Scott (Head Teacher)
   - *Who is their support suitable for?* – Any member of staff
   - *How is their support accessed?* – Any member of staff wishing to have a conversation with the MHFA will need to arrange a mutually convenient time to meet with them
   - *How is this support communicated to staff?* – Internal communication, posters and policy

3. SLT Mental Health Champion:
   - *Who are they?* – Simon Dack (Deputy Head teacher) oversees mental health and wellbeing provision in the school alongside the head teacher
   - *Who is their support suitable for?* – Any member of staff. As deputy head teacher, Simon Dack is responsible for the mental health of all staff in the absence of the head teacher (KS). Additionally, as the SLT MHC, he is an alternative to the MHFA

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[1] *Unlike the preferred 'chain' of referral for pupils, there is no preferred order for adults. It is important to realise that, whilst any supporting member of staff will do their best to make themselves available for support, different work commitments may impact on immediate availability. A supporting adult may also advise that the member of staff seeking support talk to one of the other appropriate adults listed in this section or could talk to them on their behalf.*

- *How is their support accessed?* - Any member of staff wishing to have a conversation with the SLT MHC will need to arrange a mutually convenient time to meet with them
- *How is this communicated to staff?* – Internal communication, posters and policy.

Local Support for Pupils and Parents

In Norfolk, there are a range of organisations and groups offering support. Information for these can be accessed through the NHS' 'Just One Norfolk'. Compiled by the NHS and 'Children and Young Peoples' Health Services', this site has a section dedicated to 'Emotional Health' which signposts to numerous agencies, including Ormiston Families and Point 1, as well as providing lots of self-help activities:

https://www.justonenorfolk.nhs.uk/

'Just One Norfolk' contact details: 'Just One Number' – 0300 300 0123

As a last resort, a referral to CAMHS may be needed. This is usually completed via the GP, and school may suggest to parents that they arrange an appointment for this reason.

To help ensure positive mental health amongst our pupils, we regularly remind children about organisations such as 'Childline'. Posters for these are distributed round school.

Local Support for Staff

The Diocese of Norwich provides details of agencies that are available to all staff in schools as well as having their own dedicated Support Officers. The point of contact for our school is:

Laura Sproston - Diocesan School Support Officer (DSSO): laura.sproston@dioceseofnorwich.org

Other 24/7 phone lines available to all school staff are:

Education Support Partnership – 08000 562 561

Norfolk and Suffolk NHS Foundation Trust (NSFT) – 'First Response' – 08081963494

Teachers could also sign up to the *'Chartered College of Teaching'* by visiting https://chartered.college/teachtogether/

9.0   Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert an appropriate member of staff as listed in section 8 ('School based support for pupils').

Possible warning signs, which all staff should be aware of 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 behaviour and mood
- Lowering of academic achievement
- Talking about or being aware of 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 secretively
- Lateness to, or increased absence from school
- Repeated physical pain or nausea with no evident cause.

These signs can also be an indication of abuse and the schools safeguarding procedures need to be followed instead.

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with agencies in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. These agencies include, but are not exclusive to:

- GPs
- Ormiston Families - Breaking Barriers (Imprisonment of close family member)
- Early Help (Various – including domestic abuse)
- Nelsons Journey (Bereavement)
- Just One Norfolk/ Number (Various)
- Young Minds- Advice and Resources (Mental Health)
- Ollee App (Relationships – interactive app)
- ASD Helping Hands (Support for ASD pupils)
- NSPCC

Their skills include identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Using the Thrive programme as an identification/assessment tool
- Working closely with outside agencies/services to follow various protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers and perhaps agreeing an Individual Care Plan if necessary and appropriate as the first stage of an approach
- Providing a range of proven interventions according to the child's needs
- Ensure young people have access to pastoral care and support, who will ensure emotional, social and behavioural problems can be dealt with as soon as they occur
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns
- Provide young people with opportunities to build relationships (sometimes through group sessions), particularly those who may find it difficult to seek support when they need it.

11.0 Managing disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded on CURA. When recording the concern, the following should be included:

- 'Mental Health Concern' should be used in the summary line.
- Actions already taken
- When this is reviewed by a member of the safeguarding team, the tag, mental health will be used.

If a member of staff who can respond to CURA concerns is the person being disclosed to, they will record in the same way and will share this information with the pupil's teacher.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on mental health concerns about a pupil to either someone within or outside of the school, then this will be discussed with the pupil first. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them.

Ideally, consent should be gained from the pupil first. However, where we feel a disclosure is also a safeguarding concern (or even if we are unsure), pupil consent is obviously not needed and all safeguarding procedures should be adhered to.

It is important to also safeguard staff emotional wellbeing. By sharing mental health disclosures with a colleague, this ensures one single member of staff isn't solely responsible for the pupil. This also ensures continuity of care, should staff absence occur, and provides opportunities for ideas and support.

Parents/carers must **always** be informed if there are significant concerns about the mental health of a pupil. However, it is important to ensure consistency in terms of what a legitimate concern is and, therefore, this means a conversation will be necessary. Staff will discuss their concerns with either the appropriate Pastoral Worker or Simon Dack. During this conversation, it will be decided who will contact parents.

Again, if a pupil gives us reason to believe that they are at risk, or there are child protection/ safeguarding issues, safeguarding procedures should be followed as a matter of priority.

13.0 Whole school approach

Working with parents/carers

If it is deemed appropriate to inform parents, there are questions to consider first:

- Should we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate
- Who should be present – pupil, staff, parents, etc?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's mental health issues can be upsetting and distressing. They may, therefore, respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed are added to the pupil's record and an Individual Care Plan created if appropriate.

Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to information promoting social and emotional wellbeing and preventing mental health problems
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters, MyEd, etc.)
- Offering support to help parents or carers develop their parenting skills, by using resources such as the Solihull programme on Just One Norfolk
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in any activities we arrange to promote social and emotional wellbeing. This may mean arranging meetings at times best suited to the parents/carers; conducting them in their home or by transporting parents/carers if safe and possible.

14.0 Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided 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 needs 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.

15.0 Training

As a minimum, all teaching, TA and Pastoral staff will receive regular mental health training to enable them to keep students safe as part of the annual programme of staff meetings. These will focus on some of the key areas advocated by 'Anna Freud National centre for Children and Families', particularly focusing on their resources on '5 Steps to Mental Health and Wellbeing.'

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process if necessary. Additional CPD may also be supported throughout the year if it becomes appropriate due to any arising needs.

We will also host relevant information on our 'shared drive' for staff who wish to learn more about mental health, such as relevant webinars that members of the mental health team have attended. This will be disseminated to year groups through members of the school's mental health team as and when necessary.

Suggestions for individual, group or whole school CPD should be discussed with Simon Dack (Mental Health Team leader) or Kelly Scott (Headteacher) who can also highlight sources of relevant training and support for individuals as needed.
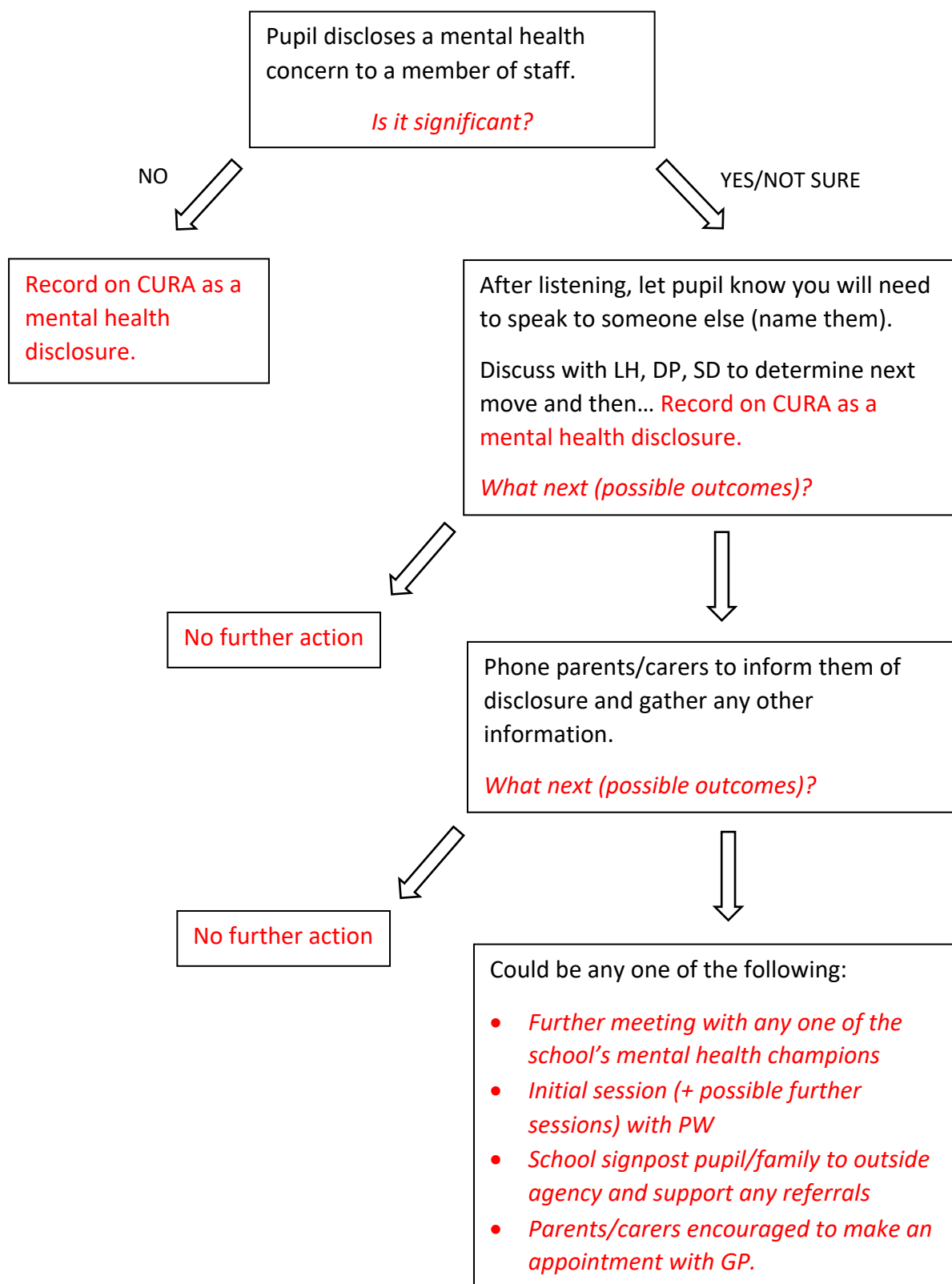
16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is September 2023.

In between reviews, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Simon Dack (Deputy Head – and SLT Mental Health Champion).

Any personnel changes will be reflected in this policy and implemented in school immediately.

APPENDIX 1

Flowchart after disclosure[2]

Pupil discloses a mental health concern to a member of staff.

Is it significant?

NO

YES/NOT SURE

Record on CURA as a mental health disclosure.

After listening, let pupil know you will need to speak to someone else (name them).

Discuss with LH, DP, SD to determine next move and then… Record on CURA as a mental health disclosure.

What next (possible outcomes)?

No further action

Phone parents/carers to inform them of disclosure and gather any other information.

What next (possible outcomes)?

No further action

Could be any one of the following:

- *Further meeting with any one of the school's mental health champions*
- *Initial session (+ possible further sessions) with PW*
- *School signpost pupil/family to outside agency and support any referrals*
- *Parents/carers encouraged to make an appointment with GP.*

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[2] As per policy, at any point, if the disclosure is of a safeguarding nature, safeguarding procedures **MUST** be followed.

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APPENDIX 2

Trained Mental Health Staff

Mrs K Scott

Mental Health First Aider

Mrs D Peek

Pastoral Worker and
Mental Health Champion

Ms L Hathaway

Pastoral Worker and
Mental Health Champion

Mr S Dack

SLT Mental Health
Champion

Mr A Blenkin

Mental Health Champion

Mrs K Carter

Mental Health Champion

Ms C Guymer

Mental Health Champion

APPENDIX 3

Mental Health Team

Mental Health Champions (MHC)	Mental Health First Aider	Mental Health in the curriculum	Supporting Pupils' Mental Health	Mental Health CPD and Events	Supporting Parents
Responsible for signposting pupils and families to agencies. These staff are the ones to go to for further information (pupils and staff).	Responsible for the mental health of all staff and the people to go to in order to discuss any personal mental health concerns.	Responsible for ensuring Mental Health and wellbeing is part of the curriculum, including promotion through special days and Collective Worship.	In addition to MHCs, responsible for supporting pupils' mental health through Pastoral Worker Sessions (PW), Club Provision (CP) and Peer to Peer (PtP).	Responsible for co-ordinating and/or delivering CPD for staff (CPD) and arranging activities for staff wellbeing – Wellbeing Committee (WC).	Keeping our parent community informed of the importance of their Mental Health. Signposting them to support in the community.
S Dack (SLT), L Hathaway, D Peek, K Carter, A Blenkin	K Scott (trained), S Dack (in K Scott's absence)	S Woodall (lead), S Dack (CW), T S-Sheppard and K Carter (both support)	L Hathaway, D Peek (PW), E Turner, S Swetman (CP), C Guymer, A Blenkin (PtP)	S Dack, L Hathaway, D Peek (CPD), E Turner, C Guymer, S Swetman, J Kendall (WC)	L Hathaway, D Peek (contact and signposting), S Woodall (Curriculum)

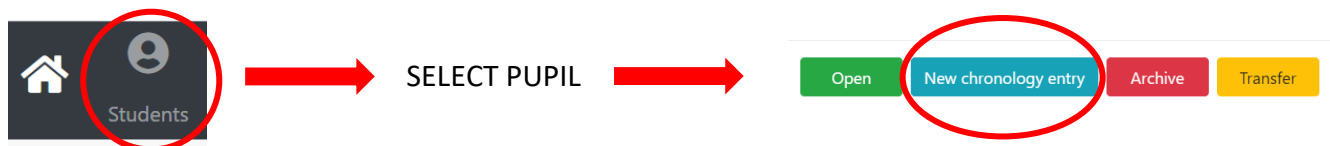| Posters/Promotion/Website	
Promoting events and relevant contacts for both adults and pupils in school through displays, letters, messages, etc	Developing an area on the website dedicated to information regarding Mental Health and Wellbeing. Applicable to adults and children alike.
E Turner, J Kendall	A Blenkin, L Hathaway, S Woodall, D Peek, K Carter

APPENDIX 4

How to fill in a Mental Health concern on CURA

1. Launch the application in the usual way:

Launch application

2. Select the pupil in the usual way:

3. Fill out the whole entry as usual but make sure you put 'Mental Health Concern' in the summary line:

4. Save all information as you usually would, remembering to always make sure that you include what you have already done. A safeguarding member of staff will respond and save the concern as a Mental Health one as opposed to safeguarding.

They will get back to you.