


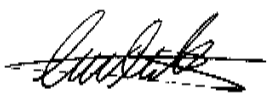
Positive Mental Health Policy

2024 – 2025



SVPS

Governor Committee Responsible:	P & P	Staff Lead	Mrs. L. Brown
Status	Non - Statutory	Review Cycle	Annual
Last Review	April 2024	Next Review Date	April 2025

Designation	Name	Date	Signature
Chair of P & P	Mr. Rob Ellis	11.04.24	
Head Teacher	Mr. G. Mills	11.04.24	

Policy Statement:

'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 our school, we aim to promote positive mental health for every member of our staff and all our pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted support aimed at vulnerable pupils.

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 issue. By developing and implementing practical, relevant and effective mental health policies we can promote a safe and stable environment for pupils affected both directly or indirectly by mental ill health.

This document describes the school's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff and governors.

This policy should be read in conjunction with our medical policies and SEND policy as these could overlap or link to a medical or special educational need.

The policy aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health in pupils and adults
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Mr Mills, Mr Philcox, Mrs O'Leary and Mrs Brown- Designated child protection/safeguarding officers
- Mrs Brown - Mental Health Lead
- Mrs Brown - Lead first aider
- Mrs Brown - Pastoral lead
- Mr Philcox - CPD lead

Any member of staff who is concerned about the mental health and well-being of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal children protection procedures should be followed with an immediate referral to the designated child protection officer. If it's a medical emergency then the first aider will be alerted and will contact the emergency services if necessary.

Staff Well-Being/Drop in:

- There is a staff well-being board in the staffroom to promote positive mental health and boost morale, share ideas, events and generally lift spirits.
- All staff are welcome to drop into the inclusion office for a cuppa and a chat anytime they need to talk and share their lows and highs. It is important that staff also feel able to off load when times are tough in their personal and/or professional lives.
- Work Life balance - staff are encouraged to leave work at a reasonable time and balance school life and home life the best way they can.
- Health-Assured is a 24 hour helpline for SVPS staff to use if they are experiencing difficulties balancing work and home life pressures. They support with; family, financial, relationships, stress and anxiety, gambling, domestic abuse, bereavement, alcohol or drugs and any other issues that are affecting your health. **0800 030 5182** in confidence. (See leaflet on well-being board in staffroom)
- Return to work review meetings to allow opportunity to make reasonable adjustment.
- Annual questionnaires on well-being.

'Compassion and tolerance are not a sign of weakness, but a sign of strength' (Dalai Lama)

Individual Care Plans:

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

- Details of pupil's condition
- Special requirements
- 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

The skills, knowledge and understanding needed by pupils to keep themselves and others, physically and mentally healthy and safe are included in part of our SCARF Personal Development lessons. These lessons will be specific for that year group/age. We need to emphasise enabling pupils and staff to develop skills, knowledge, understanding and confidence to seek help, as needed, for themselves or others.

We will follow the PHSE Association Guidance to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner which helps rather than harms.

We also teach the pupils our school values through assemblies which are referred to throughout the day. These values are: Determination, Fairness, Love, Happiness, Co-operation, Tolerance, Empathy, Patience, Courage, Friendship and Resilience. We also run nurture intervention groups that have included arts and crafts, gardening and cookery groups. These support pupils who may have anxiety, emotional difficulties, problems with home and/or school life, low self-esteem and low mood, being a young carer or have suffered a bereavement.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within our school and the community, who it is aimed at and how to access it. Parents support and Mental Health Lead will be present at parents evening to share what we offer as a school to support them.

We will display relevant sources of support in communal areas around the school. "Need to talk" posters with trusted adult, Child Line, the pupil council as a voice, annual questionnaires, assemblies on well-being, and other resources to increase the chance of pupils seeking help by ensuring they understand:

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

"Happiness can be found in the darkest of times, if only we remembered to turn the light on" (JK Rowling)

Warning Signs:

School staff may be 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 be communicating their concerns with Louise Brown, our mental health and emotional wellbeing lead.

Possible warning signs includes:

- 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 and absenteeism

Managing a disclosure

A pupil may choose to disclose concerns about themselves or a friend, staff need to know how to respond 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 that child's emotional and physical safety rather than exploring why.

All disclosures should be recorded and stored on that child's personal confidential file and on class charts/provision map under safeguarding, following the schools procedure.

This written record should include:

- Date
- The name of the member of staff to whom this disclosure was made
- Main points of conversation
- Agreed next steps

This information should be shared with the Mental Health Lead, Louise Brown, who will offer support, advice about next steps and make referrals to other professional if necessary. She will also speak to parents about these concerns.

'Worry doesn't empty tomorrow of its sorrows; it empties today of its strengths' (Corrie Ten Boom)

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass on our concerns about a pupil then we should let that pupil know:

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

These people could be the mental health lead or, other staff in school or other professionals.

We can't promise a child we won't tell anyone else as that child's wellbeing and safety is paramount. Any concerns need to be shared confidentially with the Mental Health Lead first for advice or with the safeguarding lead.

The Mental Health Lead is also there for staff if they need to chat about their own emotional wellbeing after a disclosure from a child. This would be encouraged as some disclosures can leave staff feeling overwhelmed and emotional. It is important they have an opportunity to share their experience with the mental health lead so that they return to work feeling mentally ready.

Working with All Parents:

Parents often welcome support and information about mental health and how best they can support their child with this at home. In order to support parents we will:

- Have links and information on our schools website
- Share courses and workshops on our school website and school news letter
- Share the contact details for our Mental Health Lead
- Share our mental health policy through the school Website so it is accessible for parents
- Share ideas about how best parents can support their children with positive mental health during parents evenings, and other information sharing meetings
- Ensure parents know who they can contact in school if they have a concern with their child's mental health or their own and how they go about this.

Supporting Peers:

Pupils will be encouraged to talk to a trusted adult if they are concerned about another pupil in school and through posters up around the school and will know who and how best to approach this. There will also be a worry box in each class to encourage pupils to share their worries with an adult in that class.

Training:

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

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 when appropriate.

This policy will be reviewed annually.

'Do not judge me by my successes, judge me by how many times I fell down and got up again'
(Nelson Mandela)

Mental Health and Emotional Wellbeing issues:

- 1 in 10 children and young people aged between 5 – 16 years old suffer from a diagnosable mental health disorder- that's around three in every class.
- Between 1 in 15 children and young people deliberately self- harm
- There has been a big increase in the number of young people self- harming and being admitted to hospital, this has increase by 68% over the last 10 years
- More than half of all adults with mental health problems were diagnosed in childhood, less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression
- Over 8000 children under 10 years old suffer from depression

- 72% of children in care have behavioural or emotional problems-these are some of the most vulnerable people in our society.

Below we have sign-posted information and guidance about the issues most commonly seen in school age children:

Young minds: www.youngminds.org.uk

Mind: www.mind.org.uk

SelfHarm.co.uk: www.selfharm.co.uk

National Self-Harm Network: www.nshn.co.uk

Depression Alliance: www.depressionalliance.org/information/what-depression

Anxiety UK: www.anxiety.org.uk

Obsessions and compulsive disorder (OCD) OCD UK: www.ocduk.org/ocd

Suicidal Feelings: prevention of young suicide UK-PAPYRUS: www.papyrus

On the edge: Childline spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/research-and-resources/

Beat-the eating disorders charity: www.b-eat.co.uk/about-eating-disorders

Eating difficulties in younger children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children

For further support and advice, our primary contacts are:

Louise Brown 01242 690016 lbrown@swindonvillage.gloucs.sch.uk Mental Health Lead/Parent Support at SVPS

Sarah O'Leary 01242 690016 Senco@swindonvillage.gloucs.sch.uk Inclusion Manager at SVPS

Geraint Mills 01242 690016 Head@swindonvillage.gloucs.sch.uk Head Teacher/Safeguarding Lead

School Website: www.swindonvillage.co.uk

Other useful contacts are:

CAMHS (Children and Mental Health Support) /CYPS (Children and Young People Services)

CYPS: www.ghc.nhs.uk

Teens in Crisis: www.tic.org.uk/parents-carers

www.glosfamiliesdirectory-org.uk

Child line: www.childline.org.uk

Parent support line: **0800 6525675**

'Everyone you meet is fighting a battle you know nothing about. Be kind' (Robin Williams)

'Individual acts of bravery and compassion can change the world, it is time to do the same for mental health.' (Lady Gaga)

'Share some kindness and happiness with others it makes you feel good.' Mrs Brown 😊

Appendix:

During Covid19 Pandemic/Lockdowns (or other times when pupils maybe absent from school for long periods of time due to medical/health reasons) the following support has been / could be offered:

- Parents can contact the Mental Health Lead via email or telephone for advice or support concerning the well-being of their child
- Vulnerable families will be contacted weekly by the Mental Health Lead and Inclusion Lead via email or telephone call for a catch up
- On-line video clips of staff fitness sessions for example: Wake and Shake
- On-line challenges for example: sock challenge, den building and positivity pebble
- Fun staff video clips on line to say hello and boost morale
- On-line competitions to keep pupils engaged
- Mental Health Lead to offer online activities to help pupils with their well-being/mental health
- No-Screen days to promote physical activities or arts and crafts
- Feel Good Fridays for pupils and staff in school or at home (different theme each Friday)
- Mental Health Lead to share with parents on line training course or workshops linked to well-being
- On-line weekly 'Show and tell' session where children can share something they like and are proud of.

We have a duty of care as a school to ensure all our pupils, whether in school or at home,
are safe and well.