

Forty Hill CE School

Mental Health and Wellbeing Policy



Our Vision

that our safe and welcoming
Christian community gives
every child every opportunity to be

fulfilled, healthy and successful.



*Our Vision is that all our children will leave Forty Hill **fulfilled** - Jesus said: "I have come that they may have life, and have it to the full" John 10:10*

*Our Vision is that all our children will leave Forty Hill feeling **healthy** - Paul said: "For in him we live and move and have our being" Acts 17:28*

*Our Vision is that all our children will leave Forty Hill having been **successful** - "For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you a hope and a future" Jeremiah 29:11*

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 Forty Hill CE School, we aim to promote and nurture positive mental health for every member of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to those showing signs of mental ill health. In an average classroom in the United Kingdom, it is estimated that three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for those affected both directly and indirectly by mental ill health.

Our whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including:

- Culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's explicit Vision and Values, together with the social and physical environment.
- Learning and teaching: using the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing.
- Partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing.

Aims and Objectives

- To promote positive mental health and wellbeing for every member of our school community
- To increase understanding and awareness of common mental health issues
- To provide support to pupils suffering mental ill health and their families
- To provide support to staff working with young people with mental health needs

Roles and Responsibilities

- Designated Safeguarding Team: Jonquil Izard, Lauren Saunders and Deborah Watson
- Safeguarding Governor: Sue Hamment
- SENCo: Jonquil Izard
- Mental Health First Aider: Jonquil Izard
- Mental Health Lead: Lauren Saunders
- Pastoral Lead: Deborah Watson
- Trained in Talking and Drawing Therapy: Lauren Watson and Deborah Watson

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the SENCo or a member of the Safeguarding Team 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 a member of the Designated Safeguarding Team or the Head teacher. If the student 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. Where a referral to CAMHS is appropriate, this will be led and managed by the SENCo.

Individual Care Plans

At Forty Hill CE School, if a child has been identified as being vulnerable to mental health issues or has received a diagnosis pertaining to their mental health, an individual care plan (CP) will be drawn up with the child, their parents and relevant school adults. This will identify the needs of the child, and what will be put into place to support the child.

This may include:

- Details of a pupil's condition
- Specific school adults involved in supporting child
- Provision to support the child such as a playtime buddy, nurture group etc.
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency

This will only be shared with key identified adults so they can be aware of the child's needs and provide appropriate strategies and /or support.

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 PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching 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.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Our PSHE curriculum promotes pupil's wellbeing through development of healthy coping strategies and understanding of other's emotions as well as their own. These are taught through the key areas of **Relationships, Health and Wellbeing** and **Living in the Wider World**, which are taught in conjunction with the core areas of our Vision – for every child to be **Fulfilled, Healthy and Successful**- over the three terms of the academic year.

We believe that the knowledge and skills for these key areas should be developmental- building up from early learning to be effective- promoting positive behaviours and strategies which pupils can adopt and adapt throughout their school careers.

Signposting Support

What support is available within our school and local community, who it is aimed at and how to access it is outlined in the appendices.

We will display relevant sources of support in communal areas such as school reception area, corridors and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

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

Warning Signs

School staff may become aware of warning signs which indicate a student 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 communicate their concerns with the safeguarding team and/ or SENCo.

Possible warning signs include (but are not limited to):

- 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

Managing disclosures and confidentiality

A student 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 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 and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

If it necessary to for us to pass on our concerns about a pupil, then we should discuss

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

All disclosures should be recorded on Safeguard and held on the student's confidential file. This written record should include:

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

This information should be shared with the Safeguarding Team and the SENCo who will store the record appropriately and offer support and advice about next steps.

Parents must also be informed unless we believe there may be an underlying child protection issue.

Working with parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we could 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?
- Who should be present?
- What are the aims of the meeting?

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 this support, 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 newsletters/ meetings/ 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 student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to help but don’t know how.

Support will be provided either to one to one or as a group and will be guided by conversations with the pupil who is suffering and their parents with whom we will be told:

- What is helpful for friends to know and what they should not be told.
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend might need help.

Any support or guidance given to peers will be sensitive, carefully considered and age appropriate.

Support at Forty Hill CE School

- Speak Easy (confidential post box for worries and concerns)
- Talk Time with Pastoral Lead (one off or weekly slot)
- Nurture Groups
- Mental Health and Wellbeing Week twice a year
- Zones of Regulation (present throughout school and in our emotional language)
- Drawing and Talking Therapy
- Regular parent meetings (when needed)
- Referral to specialist services when necessary

Working with specialist services

In some cases, a pupil’s mental health needs require support from a specialist service. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the child’s care plan and IEP.

School referrals to specialist services will be made by the SENCo following the assessment process and in consultation with his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil’s specific needs.

Main Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school or GP
Educational Psychologist	Accessed through the SENCo

Training

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

Training opportunities for staff that 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 students.

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.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in March 2024.

Additionally, this policy will be reviewed and updated on an ad hoc basis depending on changes in practice or legislation.

Accepted by the Governing Body: March 2022

Review Date: March 2024

Useful information:

Enfield Local Authority – Local Offer – www.enfield.gov.uk/SEND

Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700; email: enquiries@enfieldparents.org.uk

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315; email: info@ourvoiceenfield.org.uk

Community Parent Support Service – available to all families living in Enfield. Works with parents/carers of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 1500

Forty Hill CE School SEND Report and Offer - <http://www.fortyhill.com/inclusion/>

Our policy reflects should be read in conjunction with the following:

- SEND information report
- Enfield’s Local Offer
- Equal opportunities policy
- Safeguarding and child protection policy
- Behaviour policy
- Anti-bullying policy
- Teaching and learning policy
- Complaints Procedures
- Data Protection
- Disability and Diversity Plan
- Disability Equality Duty Act
- Accessibility Plan
- Pupil Premium Strategy