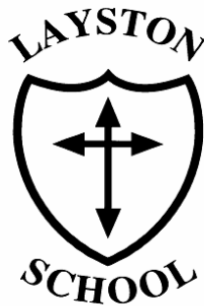




Layston C of E First School



Mental Health & Well-Being Policy

Written: May 2019 by Susie Betley

Reviewed: July 2022

Next review: July 2024

Policy Review

This policy will be reviewed in full by the *Governing Body* bi-annually.

The policy was last reviewed and agreed by the *Governing Body* on

It is due for review in _____ (up to 2 years from the above date) by the *Governing Body*.

Signature

Date

Head Teacher

Signature

Date

Chair of *Governors*



Layston First School Mental Health & Well-Being Policy

What is Mental Health & Well-Being?

“Mental health is a state of well-being in which every individual realises his or her [or their] 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 [or their] community.” World Health Organisation

At Layston, we promote positive mental health for every member of our school community. We do this through whole school approaches such as promoting the ‘*Five Ways to Well-Being*’, the PSHRE curriculum, and the ‘creative curriculum’ that Layston delivers as part of our holistic Christian approach to the individual. If needed, we also use specialised, targeted approaches aimed at vulnerable individuals.

We distinguish clearly between the states of well-being, mental and emotional distress, and mental illness or disorder. By developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental illness. We can also respond mindfully and compassionately, in line with our Christian values and nurturing ethos, to those experiencing mental and emotional distress.

The NHS survey (Mental Health of Children & Young People in England, 2017) shows a significant rise in anxiety and depression in children aged 5-15. This has increased significantly post Covid-19 pandemic.

Being mentally healthy enables all of us to:

- learn, not just in school but throughout life;
- feel, express and manage a range of positive and negative emotions;
- form and maintain good relationships with others;
- cope with and manage change and uncertainty (this is often called resilience, which is our ability to bounce back after difficulties).

Well-Being & the National Curriculum

This policy is intended as guidance for *all* staff, including non-teaching staff and governors. This policy should be read and understood in conjunction with other relevant policies e.g. Anti-bullying, Behaviour, Drug Education, Equality, Health & Attendance, Nurture Group, PSHRE (Personal, Social, Health & Relationships Education), Safeguarding & Child Protection, SEND, SMSC, and Supporting Pupils with Medical Conditions.

At Layston we aim to promote positive mental health and well-being in staff and students through:

- ✓ Promoting our Christian ethos of ‘Loving to learn, learning to love, for every child a chance to shine’
- ✓ Providing a safe and nurturing environment for all
- ✓ Developing and implementing a creative curriculum which meets the needs of the whole child and values creativity
- ✓ Understanding the value and importance of ‘the arts’ in promoting positive mental health and expressing our emotions

- ✓ Understanding the value and importance of nature and 'the outdoors' in promoting positive mental health through dedicated Forest School sessions each week
- ✓ Increasing understanding and awareness of common mental health issues
- ✓ Breaking down prejudices surrounding mental health and being mindful of the language we use
- ✓ Promoting and teaching emotional literacy
- ✓ Encouraging a 'Growth Mind-set'
- ✓ Providing support for staff with their own mental health & well-being by having a designated mental health lead and deputy
- ✓ Providing support for staff working with children and young people with mental health issues
- ✓ Providing support to students experiencing mental ill health or distress and their parents/carers and peers
- ✓ Sign posting people to relevant external professionals and agencies who may be able to provide specialist help
- ✓ Promoting a 'mindful' outlook
- ✓ A Buddy system run by Year 4 pupils to support any child in the school during break and lunchtimes
- ✓ Thinking creatively about ways to reduce teacher work-load.

Key Members of Staff:

Mental Health Lead (MHL): Susie Betley sbetley@layston.herts.sch.uk

Mental Health First Aider: Susie Betley

Mental Health Deputy: Steph Strachan

Mental Health Governor: Margaret Lawrence

Designated Senior Person (DSP) for Safeguarding & Child Protection: Adele McMurrough

Deputy DSP for Safeguarding & Child Protection: Susie Betley & Helen Wilcox

Governor for Safeguarding & Child Protection: Emma Hampton

PSHRE Lead: Susie Betley

Senior Leadership Team: Adele McMurrough, Susie Betley, Ben Strahan

Where else to go for help or information: In the staffroom information is displayed on the Mental Health Noticeboard. There is also a blue Mental Health & Well-Being folder on the shelf in the staff room which contains guidance on where to seek support.

Any member of staff who is concerned about the welfare and mental health of a **child or young person** should contact the mental health lead (MHL) in the first instance. If there is a concern that the child or young person is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSP. If the individual presents with a medical emergency (including if someone has a plan to commit suicide), the normal procedures for medical emergencies should be followed, including alerting the first aid staff and emergency services as necessary.

Any member of staff who is concerned about the welfare and mental health of **another member of staff** should contact the mental health lead or head teacher.

Where a CAMHS (Child & Adolescent Mental Health Service) referral is appropriate, this will be led and managed by Susie Betley, MHL. Guidance about referring to CAMHS is found in the Mental Health & Well-Being file, section 7, found in the staffroom.

PSHRE & Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our PSHRE curriculum (see policy). The content is in each class's Curriculum Map and medium-term plans or Knowledge Organisers (these are available on the website). 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 and others.

Derogatory or prejudice language around gender, gender identification, sexuality, family profile, race, ability, religion or life-style choices as well as surrounding mental health will be challenged and used as an educational opportunity.

We teach the '*Five Ways to Well-Being*' across the school:

- 1) *CONNECT*– connect with friends and family, invest time in developing healthy relationships;
- 2) *BE ACTIVE* – go for a walk, run, dance or cycle. Exercising makes you feel good so discover a physical activity you enjoy. There is a strong link between physical and mental health.
- 3) *TAKE NOTICE* – be curious. Notice the changing seasons and be aware of the world around you. Enjoy the here and now. Be mindful.
- 4) *KEEP LEARNING* – Enjoy learning new things. Know it is okay to 'fail' and explore the Growth Mindset. Set a challenge and learn to play.
- 5) *GIVE* – A smile, a hug, your time to listen or talk. Be kind, do something for someone else. Volunteer. Say thank you. Pay a compliment.

The '*Five Ways to Well-Being*' is displayed in the corridor by Year 3 and 4 and is included in the parent/pupil booklet on 'Tips and Support for Positive Mental Health' (see Appendix 1). It is promoted alongside our Christian Values during Collective Worship as well as in class.

Protective Behaviours – All children are encouraged to identify key trusted adults both in and out of school that they can talk to and ask for help (protective behaviours hand).

Nurture & behaviour

At Layston all staff are Step On trained and respond therapeutically to any anti-social behaviours. All behaviour is seen as communication. Every opportunity is taken to teach children pro-social behaviours and to explore any anti-social behaviours in a nurturing way, looking at the 'Roots and Fruits' of each individual. The Boxall Profile is also used to clearly identify pupil's strengths and needs when necessary.

As a whole school we follow the 'Six Principles of Nurture'

1. Children's learning is understood developmentally;
2. The classroom offers a safe base;
3. The importance of nurture for the development of well-being;
4. Language is a vital means of communication;
5. All behaviour is communication;
6. The importance of transition in children's lives.

SEND & Individual Care Plans

An individual care plan may be drawn up for pupils causing concern or who receive a diagnosis pertaining to their mental health will be drawn up. This will be drawn up by Susie Betley MHL in consultation with the pupil, the parents/carers, the class teacher and other 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

Warning signs

School staff will be mindful of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs will always be taken seriously and staff observing any of these warning signs will communicate their concerns to the MHL, Susie Betley, and/or DSPs as necessary.

These signs may include:

- ❖ Physical signs of harm that are repeated or appear non-accidental;
- ❖ Changes in eating/sleeping habits;
- ❖ Increased isolation from friends and 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 behaviours;
- ❖ Skipping PE or getting changed secretly;
- ❖ An increase in lateness or absenteeism;
- ❖ Repeated physical pain or nausea with no evident cause;

See also Appendix 2 Mental Health Risk Factors and Protective Factors and Appendix 3 Resilience Factors. All teachers have received Level 1 Mental Health training.

Raising & Responding to Concerns

We follow a systematic process for raising and responding to concerns. Staff will identify why they are concerned and immediately record their concerns on CPOMS. This directly alerts the Head and Susie Betley as MH Lead, who will talk to the child and family as soon as possible and discuss the type of support needed. The decision will be recorded and action taken, including informing parents and relevant staff of the next steps. Any interventions will be reviewed and monitored by the mental health lead, family, and class teacher.

Managing Disclosures & Confidentiality

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff must know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their mental health or that of a friend to a member of staff, the member of staff's response will always be calm, supportive and non-judgemental. Staff will listen, rather than advise, and our first thoughts are to prioritise the pupil's emotional and physical safety rather than exploring 'why?'. All disclosures will be recorded on CPOMS.

We cannot promise secrecy but we can promise confidentiality. This means that as staff we will need to share our concerns but only with the relevant people and after this has been explained to the pupil. We will explain who we will talk to, what we will tell them and why we need to tell them.

In most cases it will be appropriate to inform parents of any concerns. This should be done with the child's knowledge, and preferably consent. They may choose to discuss it themselves or with the class teacher and/or mental health lead's support. It can be shocking and upsetting for parents to learn of their child's issues and they may respond with upset, fear or anger during the initial conversation. We will always provide further sources of information, contacts and a clear means of contacting the MHL, Susie Betley (email: sbetley@layston.herts.sch.uk). Where it is not appropriate to inform parents it will be because it is an issue of child protection and the appropriate child protection procedures will be followed. See list of key staff for DSPs.

Often it is the parents that approach us with concerns about their child and request support from the school. Parents should be directed to the MHL, Susie Betley, who will discuss with them and the class teacher, what support can be offered.

Working with Parents

All families at Layston can access MHWB support and signposting via the school website, as well as through conversations with the MH Lead.

Layston offer an 'open door' policy for parents to see staff to raise any concerns. We do request that parents do not choose to speak to staff first thing in the morning unless it is an emergency, as it is a very busy time. Please phone the school office to make an appointment to see your child's class teacher or Susie Betley (school office: 01763 271 235) or catch staff at the end of the day to arrange a time.

Supporting Peers

When a pupil is suffering from mental illness or disorder, it can be a difficult time for 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, Layston will consider on a case by case basis which friends may need additional support. Support will be provided either one on one or in group settings and will be guided by conversations by the student 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;
- ❖ Where and how to access support for themselves;
- ❖ Safe sources of further information about their friend's condition;
- ❖ Healthy ways of coping with any difficult emotions that they may be feeling.

All of this will also be considered in the light of each pupil's age and level of understanding.

Supporting Staff

Staff supporting pupils will be supported by the MHL and MH Deputy. Any staff experiencing mental distress or ill health may also approach the MHL, Susie Betley, or MH Deputy, Steph Strachan for support, or seek out a member of the SLT.

Covid-19

Covid-19 has had a dramatic impact on everyone's lives. Some people may have thrived during and/or after lock down, whilst others may have struggled or be struggling. We recognise that everyone's experiences will be different. We also understand mental health as a continuum, where people's wellbeing changes day to day and week to week. The website has many useful links for managing anxiety and panic attacks in both children, young people and adults as well as links to other website's that offer support.

A staff mental health and wellbeing booklet has been produced by the MH Lead. Susie Betley monitors staff wellbeing and is available for support and chats so that we as a staff are able to support our children effectively.

Training

All teachers have received Level 1 Mental Health training (Sept 2020). The MindEd learning portal also provides staff with free online training and the Healthy Young Minds in Herts website has information for teachers as well as parents and pupils.

Susie Betley and Steph Strachan have attended the Level 2 Mental Health Lead training. Susie Betley has also attended the 2 day Mental Health First Aid training, Pastoral Leads Conference, Anger Management as well as Flourishing Mindfully training. Steph Strachan is trained as a nurture group practitioner and has received accreditation in The Theory and Practise of Nurture Groups, and attended courses on Mental Health Awareness and Wellbeing, Emotion Coaching and Attachment, Resilience and Trauma coaching.

Appendix 1

Signposting

Please see the *Well-Being Signposting Guide for Young People* in the Mental Health & Well-Being file section 7, in the staffroom.

-**The Wellbeing Service** offers self-referral for emotional wellbeing support in relation to low mood & anxiety, including one-to-one support & online support for any adult. This service is free and confidential.

www.hpft.nhs.uk/wellbeing-service

-**Just Talk Parent Top Tips** for getting your child talking

www.justtalkherts.org

-**Mind in Mid Herts** – courses on life skills such as coping with anxiety, stress, low self-esteem and depression for 16+ years.

www.mindinmidherts.org.uk

-**Samaritans** – confidential support in a crisis 24/7. Calls cannot be traced.

CALL FREE 116 123

-**Healthy Young Minds in Herts** website gives advice and on-line counselling for parents, pupils and staff.

www.healthyyoungmindsinherts.org.uk

-**Kooth** is an online counselling service that can be accessed through **Healthy Young Minds in Herts**.

www.kooth.com

Mental Health Risk factors and Protective factors from www.kidsmatter.edu.au		
	Risk factors	Protective factors
In the child or young person	<ul style="list-style-type: none"> -Genetic influences -Low IQ or learning disabilities -Specific developmental delay or neuro-diversity (e.g. autism) -Communication difficulties -Temperament -Academic failure -Low self-esteem -Poor physical health 	<ul style="list-style-type: none"> -Being a planner & having a belief in control -Humour -Problem solving skills & a positive attitude -Experiences of success and achievement -Faith or spirituality Capacity to reflect
In the family	<ul style="list-style-type: none"> -Overt parental conflict including DV (domestic violence) -Family breakdown (including where children are taken into care or adopted) -Inconsistent or unclear discipline -Hostile & rejecting relationships -Failure to adapt to a child's changing needs -Neglect and/or physical, sexual, emotional abuse -Parental psychiatric illness -Parental criminality, drug use, alcoholism, personality disorder Death & loss (including loss of friendships) 	<ul style="list-style-type: none"> -At least one good parent-child relationship (or one supportive adult) -Affection -Clear, consistent discipline -Support for education -Supportive long term relationship -Absence of discord
In the school	<ul style="list-style-type: none"> -Bullying -Discrimination -Breakdown in or lack of positive friendships -Deviant anti-social peer influences -Peer pressure -Poor pupil-teacher relationship/s 	<ul style="list-style-type: none"> -Clear policies & procedures on bullying & anti-social behaviour -‘Open door’ policy for children to raise problems -A whole school approach to promoting positive mental health -Positive classroom management -Positive pro-social peer influences
In the community	<ul style="list-style-type: none"> -Socio-economic disadvantage -Homelessness -Disaster, accidents, war or other overwhelming events -Discrimination -Threat of radicalisation -Other significant life events 	<ul style="list-style-type: none"> -Wider supportive network -Good housing -High standard of living -High morale school with positive policies for behaviour, attitudes and anti-bullying -Opportunities for valued social roles -Range of sport/leisure activities

Resilience factors <i>in the child</i>	
Reflection Questions	Examples
How do we develop communication & problem-solving skills in our pupils?	Creative curriculum Growth Mind-set promoted Forest School weekly Talk Circles Buddy's Y4 pupils lead Collective Worship Eco-Warriors and Worship Groups 'Meeters and Greeters' in each class Parent/Pupil conferences Sharing in Collective Worship & class
How do we support pupils to develop positive attitudes?	Praise Nurturing Christian ethos Creative curriculum Growth Mind-set promoted
What opportunities are there for pupils to experience self-efficacy, contribute to school decisions and develop planning skills?	Forest School weekly Talk Circles Buddy's Y4 pupils lead Collective Worship Eco-Warriors and Worship Groups 'Meeters and Greeters' in each class Fund raising Y4 pupils organise anti-bullying assembly
How are pupils supported in recognising and celebrating experiences of success and achievement?	Verbal feedback Tokens & raffle tickets Stickers Stars of the Week Golden pencils/rulers Responsibilities
How are pupils' faith and spirituality nurtured and expressed in the school environment?	Christian ethos & values shared daily in Collective Worship
How and when are pupils encouraged to reflect?	Daily Collective Worship Step On therapeutic responses to behaviour

Resilience factors <i>in the family</i>	
Reflection Questions	Examples
How do we work to support families?	'Open door' policy
How do we nurture parents' engagement in their child's education?	'Open door' policy Parent helpers/readers Parent consultation evenings and Parent/Pupil conferences
What outside agencies do we work with collaboratively that we can signpost families to?	Links to other schools (Millfield, Edwinstree & Ralph Sadleir especially) Family Support Worker (Jane House) School Nurse (Laura Gilmour) Safe Space counselling CAMHS (Terina Brennon-Slade) SEND professionals

Resilience factors <i>in the school</i>	
Reflection Questions	Examples
Do we have clear policies on behaviour & bullying?	Yes Step On trained
What systems do we have for pupils to raise problems?	Talk Circles Buddy's Class Teachers 'Open door' policy form Head Nurture
Are there consistent whole school techniques and strategies for positive behaviour management?	Step On training – see policy Nurture
How do we develop a sense of belonging?	Uniform Christian values and ethos promoted in daily Collective Worship Extra-curricular activities
How do we support positive peer influences?	Buddy system Talk Circles
Is there a whole school approach to positive mental health?	MH lead & training being booked Displays

Resilience factors <i>in the community</i>	
Reflection Questions	Examples
How do we work with others in the locality to model wider supportive networks?	Links to local church St Peter's Governors
How do we prepare pupils to attain a high standard of living?	High expectations