



# ALDERMAN JACOBS PRIMARY SCHOOL (ADCADEMY TRUST)

## Promoting positive mental health and wellbeing policy

### Aims

Our school aims are to generate the following:

#### **General**

- Resilient, happy and motivated pupils and staff.

#### **Teaching and Learning**

- Pupils who are engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy
- Improved attainment
- More effective teaching
- Parents and carers who are involved in school life and learning.

#### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- More engaged learners
- Good concentration, behaviour and attendance
- Positive peer relationships.

#### **Staff Confidence and Development**

- High morale
- Staff with high wellbeing leading to lower absenteeism
- Stable, content and consistent workforce
- Positive and effective relationships with pupils.

Named mental health lead: Denise Burt

Named Governor with lead on mental health: Trevor Goakes

### **1. Why mental health and wellbeing is important**

At Alderman Jacobs School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. These can have an enormous impact on quality of life, relationships and academic achievement and can be life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". (**Mental Health and Behaviour in schools November 2018**)

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

At Alderman Jacobs we aim to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We will also ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

It is Alderman Jacobs School aim to develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

## **2. Purpose of the policy**

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.

We train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems

- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

## **3. Definition of mental health and wellbeing**

We use the World Health Organisation's definition of mental health and wellbeing

*"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".*

Mental health and wellbeing is not just about mental health problems. We want all children/young people to:

- To feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve.

## **4. How the policy was developed and who was consulted**

The development of this policy was led by Denise Burt who has completed training in Mental Health and well-being. Other professionals were consulted (Child and Adolescent Mental Health Service (CAMHS) to devise this policy.

In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015
- Mental Health and Behaviour in Schools, DfE 2014
- Supporting children with medical conditions, DfE 2014.

## **5. Links to other policies**

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equalities. Links with the School's Behaviour Policy are especially

important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

## **6. A whole school approach to promoting positive mental health**

At Alderman Jacobs School we take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

**To do this we aim to:**

- Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands
- Helping children to develop social relationships support each other and seek help when they need it
- Helping children to be resilient learners
- Teaching children social and emotional skills and an awareness of mental health
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
- Effectively working with parents and carers
- Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

## **7. Staff roles and responsibilities, including those with specific responsibility**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (*see appendix 1 on risk and protective factors*).

## **Our Mental Health lead Denise Burt.**

Our Mental Health lead will:

- Provide advice and support to staff and organises training and updates
- Be the first point of contact with mental health services, and make individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support within the school are:

- Senior Leadership Team
- Inclusion Team
- Safeguarding/Child Protection Lead
- Assistant Head Teachers
- Learning Mentor (helps to support mental health needs of particular children).
- The Assistant Headteacher for SEN and Inclusion, Abi Shepherd will support staff to understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems.

## **8. Supporting children's positive mental health**

We believe the school has a key role in promoting children positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

### *Pupil-led activities*

- Assemblies to raise awareness of mental health and conflict resolution
- With support from the school Learning Mentor children working together to solve problems
- Play leaders- a lunchtime group supporting younger children at lunchtime.

### *Transition programmes*

- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- Some Pupils may require additional support with transition; an individual program can be arranged

- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class
- Transition plans in place for children transferring into Alderman Jacobs School.

#### *Class activities*

- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class
- Circle times
- Cambs PSHCE scheme of work which cover Emotional and Mental Health.
- Our Phase Leaders
- School support staff employed to manage mental health needs of particular children
- Assistant Headteacher for SEN and Inclusion will support staff to understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Leader of Learning for Children, Families and the Community
- A School Nurse

#### *Whole school - Staff*

- Termly mental health drop in sessions. Across a designated week the inclusions Team for Social, Emotional and Mental Health will make themselves available for staff to talk to about any concerns they have
- Wellbeing team - to organise events which allows all staff members to be involved doing things which make us feel good
- Displays any information around the School about positive mental health and where to go for help and support
- Staff mental health leaflet.

#### *Small group activities - Pupils*

- Resilience Training for all classes
- Small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict, social skills and restorative justice.

#### *Teaching about mental health and emotional wellbeing*

Through PSHCE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

### **EYFS & Key Stage 1 children learn:**

- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
- How to solve conflict when they arise.

### **Key Stage 2 children learn:**

- What positively and negatively affects their mental and emotional health (including the media)
- Positive and healthy coping strategies
- About good and not so good feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves
- About the importance of talking to someone and how to get help
- How to solve conflict when they arise.

## **9. Identifying, referring and supporting children with mental health needs**

### **Our approach:**

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated.

### **Early Identification**

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- RCad questionnaire, (RCad shows Goal based outcomes) Rcad definition: **Revised Child Anxiety and Depression**
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Staff report concerns about individual children to the relevant lead persons
- Worry boxes in each class for children to raise concerns which are checked by the Class Teacher
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns
- Gathering information from a previous school at transfer
- Parental consultations
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Alderman Jacobs Primary School have had training on how to recognise the first sign of Mental Health. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism

- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

### **Disclosures by children and confidentiality procedures**

At Alderman Jacobs we recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed summary of the disclosure and next steps.

#### **Some need**

Access to in school Learning Mentor, family support worker, school nurse, , educational psychologist, 1:1 intervention, small group intervention,

#### **Low need**

General support  
E.g. Class teacher/TA,

### **Support for friends**

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

### **Support for children after inpatient treatment**

We recognise that some children will need on-going support and the Learning Mentor and Mental health Lead will support this. We are careful not to "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

### **10. Working with specialist services to get swift access to the right specialist support and treatment**

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

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 children'

School referrals to a specialist service will be made by the Mental Health Lead or the Assistant Head for Inclusion and SEN; following the assessment process and in consultation with the pupil and 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.

<b>Assessment, Interventions and Support</b>	All concerns are reported to the Mental Health Lead are recorded. We then implement our assessment on the system which is based on levels of need to ensure that children get the support they need, either from within the school or from an external specialist services, our aim is to put in place interventions as early as possible to prevent problems escalating.	
<b>Need</b>	The level of need is based on discussions at regular inclusions meetings/ panel with key members of staff and involves parents and children highest needs	
<b>Evidence-based Intervention and Support</b>	The kinds of interventions and the support provided will be decided in consultation with key members of staff, parents and children <i>For example:</i> CAMHS- assessment, 1:1 or family support or treatment, consultation with school staff and other outside agencies, other external agency support. If the school, professionals and/or parents conclude that an Educational, Health and care assessment is required, we refer to the SEND policy and SEN school Information report.	
<b>Monitoring</b>	<p>All children needing targeted individualised support will have an individual care plan drawn up setting out.</p> <ul style="list-style-type: none"> <li>• The needs of the child</li> <li>• How the pupil will be supported</li> <li>• Actions to provide that support.</li> <li>• Any special requirements.</li> </ul> <p>Children and parent/cares will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post RCad and if needed a different kind of support can be provided.</p> <p>The Care Plan is overseen by the Mental Health Lead.</p>	<p><b>Medium Need</b> Access to in school learning mentor, family support worker, school nurse. Educational psychologist, 1:1 intervention or small group intervention</p> <p><b>Low Need</b> Access to school nurse, family worker drop in, class teacher and teaching assistant.</p>

Children are informed that the Inclusion Lead for Social, Emotional & Mental Health Needs is available when a pupil is dissatisfied with the level of care and support.

Main Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS) Chums counselling service	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead or SENDCO

### **SEND and mental health**

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN).

### **11. Involving parents and carers**

#### *Promoting mental health*

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the School, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (*see appendix 1*). It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We offer support and advice on protective and risk factors and the use of computers at ICT drop ins.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- We include the mental health topics that are taught in the PSHCE curriculum section, on the School website.
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

#### *Supporting parents and carers with children with mental health needs*

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (*In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.*)
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a mental health Individual Care Plan including clear next steps
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local

Authority. We also provide information for parents and carers to access support for their own mental health needs.

### **12. Involving children**

We always seek feedback from children who have had support to help improve that support and the services they received.

### **13. Supporting and training staff**

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Mental Health Lead has been on a course being mentored by CAMH staff.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. The staff wellbeing team organise various events throughout the year. We encourage all staff leave work early for at least one week, to support that work-life balance. This will be in the 3<sup>rd</sup> week in January "Beat Blue Monday" week.

### **14. Monitoring and Evaluation**

The mental health and wellbeing policy is on the school website. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

### **Difficult events that may have an effect on pupils**

Class teachers see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem. The balance between the risk and the protective factors set out above is most likely to be disrupted when difficult events happen in pupil's lives.

**Loss or separation** - resulting from death, parental separation, divorce, hospitalisation, loss of friendship, family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted.

**Life changes** - such as birth of a sibling, moving house or changing schools or during transition from primary to secondary, or secondary school to sixth form.

**Traumatic events** - such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disasters

School will often be able to support children at such times, intervening well before mental health problems develop. The above grid (see page 10), considers effective approaches in the classroom and in school generally.

## Appendices

### Appendix 1: Risk and protective factors for child and adolescent mental health (adopted from Mental Health and Behaviour DfE March 2018)

	Risk factors	Protective factors
<b>In the child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown ( including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, neglect or emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship(or one supportive adult)</li> <li>• Affection</li> <li>• Clear consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship of the absence of severe discord</li> </ul>

	<ul style="list-style-type: none"> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss- including loss of friendship</li> </ul>	
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendship</li> <li>• Peer pressure</li> <li>• Negative peer influences</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• 'Open door' policy for the children to raise problems</li> <li>• A whole school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war other overwhelming events</li> <li>• Other significant life events.</li> <li>• Lack of positive role models.</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport leisure/activities</li> </ul>

**Appendix 2 Specific mental health needs most commonly seen in school aged children.**

For information on types of Mental Health Needs. Please see Mental Health Behaviour in school DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-school--2> - (Please see Table 2 for further information).

**Where to go for information and support**

Support for specific mental health needs

Anxiety UL [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) or [www.selfharm.co.uk](http://www.selfharm.co.uk)

For general information and support

[www.mind.or.co.uk](http://www.mind.or.co.uk) advice and support on mental health problems

**Statutory/Non-Statutory**

Created		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Denise Burt	Spring 2019	Resources	Feb 2019	2 Years	Spring 2021	<i>Cathy Carlisle</i>	<i>Atlland</i>