



*Let Your Light Shine*

Headteacher: Paula Robinson B.Ed (Hons), NPQH

#### Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all.

*Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16*

# Mental Health and Wellbeing Policy

Policy to be approved by	Full Governing Body
Policy last reviewed	January 2022
Policy ratified and adopted by the Full Governing Body	25 <sup>th</sup> January 2022
Policy due for review	January 2023

## **Mental Health and Wellbeing Policy**

### **The aims of the policy are to:**

- describe Icklesham's approach to mental health issues
- increase understanding and awareness of mental health issues so as to facilitate early intervention
- alert staff to warning signs and risk factors, provide support and guidance to all staff, including non-teaching staff and governors
- provide support to pupils who suffer from mental health issues, their peers and parents/carers.

### **Icklesham's approach to mental health:**

The World Health Organisation (WHO) defines mental health as 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.' This directly links with our school vision in supporting pupils to recognise their unique gifts and apply them in their everyday life, local and wider community successfully with love and tolerance.

Emotional health and wellbeing promotes school improvement and success in various ways:

- Pupils are happy and engaged with their learning
- Pupils and staff have high esteem and resilience
- Improved standards in every subject
- Effective teaching
- Improved behaviour
- Improved attendance for staff and pupils
- Positive respectful relationships between pupils and staff

### **Lead members of staff**

- DSL (Louise Maskell)
- DDSL (Paula Robinson)
- DDSL (Carly Tyler)
- Mental health and wellbeing leads (Kathryn Isaac, Louise Maskell)

## **Pupil Identification**

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying behaviour is not tolerated
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the DSL or DDSL in the first instance.

## **Warning Signs**

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns via MyConcern.

Possible warning signs include: (this is not an exhaustive list)

- 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- 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**

A pupil 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 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 of the student's emotional and physical safety rather than of exploring 'Why?'

If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the DSL on My Concern.

If the pupil 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 DSL/SENCO.

### **Curricular and Extra-curricular Support**

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Establishing clear rules, routines and expectations about behaviour
- Encouraging positive, caring and constructive relationships
- Having active listeners
- Enhancing school and classroom layout, facilities and resources with pupils in mind
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from school based adults, learning support and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity.
- Opportunities for pupil leadership through school council, school prefects and other roles
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

### **Working with All Parents**

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 go about this, if they have concerns about their own child or a friend of their child
- Make our mental health and wellbeing policy easily accessible to parents
- Keep parents informed about any mental health awareness days in school and share ideas for extending and exploring this learning at home where appropriate

### **Adults and children**

If a pupil, parent or staff member requires mental health first aid we follow the action plan below (ALGEE):

Approach, assess and assist with any crisis

Listen non-judgmentally

Give support and information

Encourage appropriate professional help

Encourage other supports

## Mental Health First Aid ACTION PLAN



- A**pproach, assess and assist with any crisis
- L**isten non-judgmentally
- G**ive support and information
- E**ncourage appropriate professional help
- E**ncourage other supports

### Staff Support

We support the mental health and wellbeing of all staff through:

- Curricular planning time (PPA) within the school week
- Whole school training events, including Safeguarding
- Staff surveys carried out annually to inform decisions e.g. introduction of weekly briefings, frequency of reporting to parents and so on.
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork
- A designated Mental Health and wellbeing lead for Staff - Kathryn Isaac.

### Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection safeguarding training to enable them to keep pupils 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 where it becomes appropriate due to emerging situations with one or more pupils.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

### Helpful Websites

Young Minds: [http://www.youngminds.org.uk/for\\_parents](http://www.youngminds.org.uk/for_parents)

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Anna Freud website : <https://www.annafreud.org/>

Heads together : <https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

Education Support charity. Tel 080000 562 561

If ESCC staff are worried about any personal or work-related problem, you can contact The ESCC Employee Assistance Programme on 03332 128382.