Mental health and Well-being Policy

Date of last Review: March 2023

Reviewed by: Sonya Elliott/Jane Deely

Agreed by Governors: April 2023

Frequency of review: Annually

Next Review: April 2024

Head Teacher: Miss Natalie Rock
Designated Safeguarding Lead: Sonya Elliott
Deputy Designated Safeguarding Leads: Miss Melanie Parrott, Miss Natalie Rock, Mrs Ann-Marie Smith, Jane Deely.
Mental Health Lead: Jane Deely
Mental Health First Aiders: Jane Deely and Lauren Langan
Named Governor for Safeguarding: Lisa Gadsby lisa.gadsbyconsultancy@gmail.com
Chair of Governors: Joel Phillips. joelphillips87@gmail.com
Social Care Referrals: Multi-Agency Safeguarding Hub 02476 788555
Social Care Out of hours Emergency Duty Team: 024 7683 2222
Early Help Assessment Co-ordinator: Lucy Minett, Harmony Hub, Telephone: 024 76 978030

Why Mental Health and Well-Being is Important

Stoke Park School aims to promote positive mental health and well-being for pupils, staff, parents, carers and the wider community.

'We recognise how important mental health and emotional well-being is to all our lives'

We recognise that emotional health and wellbeing influences our cognitive development and learning as well as our physical and social health which can impact on our mental wellbeing in adulthood.

Stoke Park School adopts a culture of openness around mental health and endeavours to forge strong links between education and health ensuring pupils, staff, parents, carers and the wider community are offered appropriate support.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies four areas of need with SEND, Social, Emotional and Mental Health is one of the four areas.

Mentally Healthy Schools

The Department for Education (DfE) recognises that to ensure pupils succeed, schools have a role to play in supporting mental wellbeing.

Our role in school is to ensure that pupils are able to manage times of change and stress, be resilient and access help when they need it. We also have a role to ensure that pupils learn about how they can maintain positive mental health, what affects their mental health and where they can access help and support if needed (see appendix 1).

Our aim is to help develop protective factors which build resilience in supporting positive mental health and be a school where: -

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

Every Mind Matters (pshe-association.org.uk)

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

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 pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse

- key information about some common mental health problems
- where parents, staff and pupils can get advice and support

Definition of Mental Health and Well-Being

The World Health Organisation's defines mental health and wellbeing as

> *… 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.*

We want all children/young people 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

Links to other Policies

This policy links to our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policies.

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

As a school we aim to:-

- create an ethos that supports mental health and resilience
- help pupils to develop social relationships, support each other and seek help when they need to
- help pupils to be resilient learners
- identify pupils who have mental health needs, plan support to meet their needs, including working with specialist services
- effectively work with parents and carers
- support and train staff to develop their skills and resilience

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

Roles and Responsibilities

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 pupils with mental health needs get early intervention and the support they need.

The school's Designated Safeguarding Lead / Mental Health Lead / Mental Health First Aid Team / Pastoral Managers & SLT

- lead on and work with staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available
- liaises with the PSHE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. There are a range of mental health professionals and organisations that can provide support to pupils and families which include:

- Safeguarding/Child Protection Team
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- School nurse service
- COMPASS who provides self-help resources, information & advice, 1:1 or group intervention, counselling and family-based support.
- RISE who provides emotional wellbeing and mental health services for children and young people
- School Counsellor who provides 1:1 counselling session to pupils
- The Family Support Centre Co-ordinator who provides support on a range of topics such as behaviour support programmes, counselling and has access to other professionals
- Mental Health First Aid Team

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Transition Support
- Support for vulnerable children
- Transition meetings with parent/carers, pupils and relevant staff

Classroom activities
- PSHE discussions and information sharing

Whole School
- Assemblies
- Breakfast club

Small Group activities
- Therapy Dogs

1:1 work
- Pastoral Mentoring
- Abacus counselling
- Family support centre

Our approach is to:

- provide a safe environment to enable pupils to express themselves and be
- listened to
- ensure the welfare and safety of pupils as paramount
- identify appropriate support for pupils based on their needs
- involve parents and carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents and
- carers updated

Early Identification

We aim to identify children with mental health needs as early as possible We do this in different ways including:
- Identify individuals that might need support
- being an Attachment Aware School
- safe and well home visits for students who are absent
- analysing behaviour, suspensions and attendance
- staff report concerns to the pastoral team / DSL / DDSL

- gathering information from a previous school at transfer or transition
- parental meetings
- enabling pupils to raise concerns to class teacher and support staff

Stoke Park School have appointed two members of staff who are Mental Health First Aid Trained. Any member of staff concerned about a pupil will take this seriously and talk to the SENCO or Designated Safeguarding Team.

These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- 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 issues at home, academic concerns, 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. A risk assessment and plan will be made.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded on the schools 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.

Interventions and Support

Concerns are reported through to the DSL/DDSL, PM's and Year Teams and recorded. Level of need is assessed this can be through conversations with the young person, and or the Parent/Carers. Pupils receive support either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

Specialist Services

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs.

We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

School referrals and signposting to a specialist service will be made in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

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 their children with mental health needs.

To support parents and carers:

- we provide information and signposting to organisations on our websites on
- mental health issues and local wellbeing and parenting programmes.
- have an Open-Door Policy.
- supporting parents and carers with children with mental health needs through

- sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them
- in most case parents and carers will be involved in their children's
- interventions, although there may be circumstances when this may not
- happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Action Plan
- 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

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, 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.

Involving Pupils

- we seek pupils' views and feedback through Pupil Voice

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 pupils and know what to do and where to get help (see Appendix 3).

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Monitoring and Evaluation

This policy will be reviewed every year or sooner if deemed necessary.

Appendix

Appendix 1 – Supportive agencies.

Appendix 1

[Stoke Park School - Community Support Centre](#)

https://www.kooth.com/

https://www.coventry.gov.uk/harmonyhub

https://swgfl.org.uk/topics/digital-wellbeing/

https://cwmind.org.uk/coventry-wellbeing-hub/

http://www.cwmind.org.uk/

https://www.healthforteens.co.uk/?location=Coventry

https://www.virtuallythrive.com/

https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs-parents-carers-information/

https://sidekick.actionforchildren.org.uk/?gclid=CjwKCAjwwo-WBhAMEiwAV4dybWLbXbGZGll2nXqddy9oPLsAozGhtVTa2A_of09kln1FixKc62oklRoCB8cQAvD_BwE

https://www.bbc.co.uk/bitesize/articles/zy3yf82?utm_source=google&utm_medium=cpc&utm_campaign=mental-health

https://www.youngminds.org.uk/

www.stokepark.coventry.sch.uk
admin@stokepark.coventry.sch.uk
024 7645 0215

Stoke Park School
Dane Road
Coventry
CV2 4JW

The Futures Trust
Building Brighter Futures

ARTS COUNCIL ENGLAND

Artsmark
Silver Award
Awarded by Arts
Council England

Ofsted
Good
Provider