



Mental Wellbeing Policy

2018-2021

CEO SIGNATURE:

A handwritten signature in black ink, appearing to be "A. Hill", is written over a horizontal line.

CHAIR OF TRUST BOARD SIGNATURE:

n/a – non-statutory/operational policy

DATE

19.12.18 - CEO

NEXT REVIEW DATE: 3 years (autumn 2021)





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Introduction

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 Organization)

At St Bartholomew's Church of England Primary School, we promote positive mental wellbeing for every member of our school community by following the biblical vision of what God wants for all humans, for them to flourish in the enjoyment of relationships with themselves, others, creation and with God. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable individuals. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable Christian environment for individuals affected both directly, and indirectly by mental ill health.

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where an individual's mental health overlaps with or is linked to a medical issue and the SEND policy where an individual has an identified special educational need. It should also be read alongside the safeguarding and behaviour policies to ensure that all of the child's needs are met.

The Policy aims to:

- Promote positive mental health in all staff and individuals;
- Increase understanding and awareness of common mental health issues;
- Alert staff to early warning signs of mental ill health;
- Provide support to staff working with young people with mental health issues; and
- Provide support to individuals suffering mental ill health and their peers and parents/carers.





Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of individuals, staff with a specific, relevant remit include:

St Bartholomew's CE Primary School

- Designated Safeguarding Lead (DSL) - Rachael Kilmister
- Deputy Designated Safeguarding Lead (DDSL) - Louise de Graaff
- Mental Health Lead - Louise de Graaff
- Lead First Aider - Sue Barratt
- Pastoral Lead - Glen Dixon
- Head of PSHE - Nicola Beasley

Any member of staff who is concerned about the mental health or wellbeing of an individual should speak to the mental health lead in the first instance. If there is a fear that the individual is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead or deputy-designated safeguarding lead. If the individual 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 mental health lead. Guidance about referring to CAMHS is provided in Appendix C.





Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and 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

Teaching about Mental Health

The skills, knowledge and understanding needed by our individuals 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 individuals to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Signposting

We will ensure that staff, individuals and parents are aware of sources of support within school and in the local community.

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

We will display relevant sources of support information in communal areas and will regularly highlight sources of support to individuals within relevant parts of the curriculum. This will ensure that individuals 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 individual 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 school's mental health and emotional wellbeing lead. Possible warning signs include:

- 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





An individual 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 an individual 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 individual's emotional and physical safety rather than of exploring 'Why?'

For more information about how to handle mental health disclosures sensitively refer to the safeguarding policy. All disclosures should be recorded in accordance with the school's safeguarding policy.

This information should be shared with the mental health lead so that appropriate support and advice about next steps can be offered.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass on our concerns about an individual then we should discuss with them:

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

We should never share information about an individual without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent. This would be when it is believed that an individual is at risk of significant danger or harm. All disclosures should be dealt with in line with the safeguarding policy.

Working with Parents





Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should 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? At school, at their home or somewhere neutral e.g. the church?
- Who should be present? Consider parents, the individual, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond in a variety of ways during the first conversation and so may need time to reflect. We should always highlight further sources of information and give parents any available leaflets to take away or signpost them to a relevant service see Appendix C.

We will provide clear means of contacting us and will arrange a follow up meeting to discuss the child's next steps. An action plan will be written during the meeting and agreed by all of those involved in supporting the child.

This policy and relevant appendices will be shared with parents and accessible through each school's website at all time.

Supporting Peers

When an individual is suffering from mental health issues, it can be a difficult time for their friends. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. We have a buddy support system in which older children offer support to and model good social and communication skills to, younger children during lunch breaks.

Training

As a minimum, all staff will receive annual training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep individuals 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 developing situations with one or more





individuals. If the need arises, we will provide training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Staff Wellbeing

We promote a caring environment in our schools so that staff feel supported and understand where to seek help should the need arise (see Appendix C). As a school, we are mindful of the need for a work-life balance and so we regularly review procedures, policies and practice to identify areas where we can reduce unnecessary workload without impacting on the academic progress or the emotional well-being of our pupils. Should a member of staff feel that a colleague is not seeking the right support independently, their concern should be raised with mental wellbeing lead or headteacher. Any disclosure will follow the trust's whistleblowing policy.





Appendix A: Signs and symptoms of common mental ill-health conditions

<p>Depression</p> <ul style="list-style-type: none"> • Feeling sad or having a depressed mood • Loss of interest or pleasure in activities once enjoyed • Changes in appetite — weight loss or gain unrelated to dieting • Trouble sleeping or sleeping too much • Loss of energy or increased fatigue • Increase in purposeless physical activity (e.g., hand-wringing or pacing) or slowed movements and speech (actions observable by others) • Feeling worthless or guilty • Difficulty thinking, concentrating or making decisions • Thoughts of death or suicide 	<p>Anxiety</p> <ul style="list-style-type: none"> • Palpitations, pounding heart or rapid heart rate • Sweating • Trembling or shaking • Feeling of shortness of breath or smothering sensations • Chest pain • Feeling dizzy, light-headed or faint • Feeling of choking • Numbness or tingling • Chills or hot flashes • Nausea or abdominal pains
<p>Obsessive-compulsive disorders</p> <p>Compulsions are repetitive behaviours or mental acts that a person feels driven to perform in response to an obsession. Some examples of compulsions:</p> <ul style="list-style-type: none"> • Cleaning to reduce the fear that germs, dirt, or chemicals will "contaminate" them some spend many hours washing themselves or cleaning their surroundings. Some people spend many hours washing themselves or cleaning their surroundings. • Repeating to dispel anxiety. Some people utter a name or phrase or repeat a behaviour several times. They know these repetitions won't actually guard against injury but fear harm will occur if the repetitions aren't done. • Checking to reduce the fear of harming oneself or others by, for example, forgetting to lock the door or turn off the gas stove, some people develop checking rituals. Some people repeatedly retrace driving routes to be sure they haven't hit anyone. • Ordering and arranging to reduce discomfort. Some people like to put objects, such as books in a certain order, or arrange household items "just so," or in a symmetric fashion. • Mental compulsions to response to intrusive obsessive thoughts, some people silently pray or say phrases to reduce anxiety or prevent a dreaded future event. 	<p>Eating Disorders</p> <p>Anorexia Nervosa:</p> <p>People with anorexia nervosa don't maintain a normal weight because they refuse to eat enough, often exercise obsessively, and sometimes force themselves to vomit or use laxatives to lose weight. Over time, the following symptoms may develop as the body goes into starvation:</p> <ul style="list-style-type: none"> • Menstrual periods cease • Hair/nails become brittle • Skin dries and can take on a yellowish cast • Internal body temperature falls, causing person to feel cold all the time • Depression and lethargy • Issues with self-image /body dysmorphia <p>Bulimia Nervosa:</p> <p>Patients binge eat frequently, and then purge by throwing up or using a laxative.</p> <ul style="list-style-type: none"> • Chronically inflamed and sore throat • Salivary glands in the neck and below the jaw become swollen; cheeks and face often become puffy, • Tooth enamel wears off; teeth begin to decay from exposure to stomach acids • Constant vomiting causes gastroesophageal reflux disorder • Severe dehydration from purging of fluids





Self Harm

- Scars
- Fresh cuts, scratches, bruises or other wounds
- Excessive rubbing of an area to create a burn
- Keeping sharp objects on hand
- Wearing long sleeves or long trousers, even in hot weather
- Difficulties in interpersonal relationships
- Persistent questions about personal identity, such as "Who am I?" "What am I doing here?"
- Behavioural and emotional instability, impulsivity and unpredictability
- Statements of helplessness, hopelessness or worthlessness
- Head banging
- Ingesting toxic substances.

Key Points to Remember:

- Negative presentations can represent the normal range of human emotions. Everyone feels sad, worried, shy or self-conscious at times and these do not necessarily mean that a child or young person is experiencing mental ill-health.
- Whilst it is important to be aware of potential warning signs, it is crucial to stress that diagnoses need to be made by appropriately qualified clinicians, who use a full range of internationally agreed criteria, not by education professionals.
- It is counter-productive for non-clinicians to use diagnostic terminology, which may not subsequently be confirmed, with parents or young people.





Appendix B – School Interventions at St Bartholomew’s CE Primary

- Bereavement support groups.
- Nurture groups focussing on developing children’s self-confidence and self-esteem and relieving anxiety and attachment issues.
- Quiet reflective area that children can come to during break and lunch.
- Reflective garden
- Circle of Friends intervention.
- Targeted 1:1 interventions delivered by teaching assistants supporting with children’s emotional awareness and well-being.
- Support from the Educational Psychologist.





Appendix C: Signposting to outside agencies (Wolverhampton Schools)

Adults Social Care

Telephone: 01902 551199, <http://www.wolverhampton.gov.uk/article/2713/Adult-social-care>

CAMHS

Wolverhampton Specialist CAMHS covers a range of services for children, young people and families who are experiencing mental health problems. Each of our specialist services contain a multidisciplinary team that are able to provide a range of therapies and interventions to help service users plan a way forward that is individual to them.

<https://www.bcpft.nhs.uk/services/children-young-people-and-families/84-camhs/525-wolverhampton-specialist-camhs-services>

Telephone: 01902 444 021, Email sam-ctr.wolvesCAMHSSPA@nhs.net

Changing Lives

Changing Lives works with people experiencing homelessness, addiction and a range of other problems. They offer specialist support services for women and families and provide employment opportunities for clients.

www.changing-lives.org.uk, Telephone: 01902 341822

Children's Social Care

<http://www.wolverhampton.gov.uk/article/3240/Child-protection> Telephone: 01902 555392

CJ IDVA

(Criminal Justice Independent Domestic Violence Advisor), WDVF

Advice and information for anyone needing support through the court system, relating to domestic violence or abuse.

Telephone: 01902 555276

Cruse Bereavement Support

Grief is a natural process, but it can be devastating. CBS is here to support you after the death of someone close. We offer a range of free confidential support for adults & children.

<https://www.cruse.org.uk/get-help/local-services/west-midlands/wolverhampton-and-dudley>

Tel: 01902 420055, Email: dudleywolves@cruse.org.uk

The Haven Wolverhampton

The Haven Wolverhampton provides practical and emotional support to women and children affected by domestic violence and homelessness. They provide a range of support services to help you move forward and begin a life free from abuse.

Telephone: 08000 194 400, Single point of contact, Freephone, 24hrs a day.





Housing Options - Homeless Services

<http://www.wolverhampton.gov.uk/article/1809/Homelessness> Telephone: 01902 554747

NSPCC

<https://www.nspcc.org.uk/> Telephone: [0800 1111](tel:08001111)

Recovery Near You

Help with Substance Misuse

www.recoverynearyou.org.uk Telephone:0300 2002 400

Relate

Through experienced counsellors Relate work with individuals, couples, parents and families to help them cope with the range of pressures that can lead to relationship breakdowns. They help people limit the damage that can follow failing relationships, separation and divorce.

www.relate-wolverhampton.org.uk Telephone: 01902 428447

Samaritans

Samaritans can help you explore your options, understand your problems better, or just be there to listen. It doesn't matter who you are, how you feel, or what has happened. If you feel that things are getting to you, get in touch

www.samaritans.org.uk Telephone:01902 426422, 24hrs per day

The Mind and Soul Foundation

This organisation aims to educate – sharing the best of Christian theology and scientific advances; equip – helping people meet with God and recover from emotional distress; encourage – engaging with the local church and mental health services. Of more use to staff and parents, they have a good selection of resources and articles, including the mental health access pack which was developed for churches, offering information on common mental health conditions and pastoral tips for working with those with mental health conditions.

www.mindandsoulfoundation.org

Victim Support

Help and advice for victims of crime and those affected by a crime committed against someone they know. They can help you find the strength to deal with what you've been through. Services are free and available to everyone, whether or not the crime has been reported and regardless of when it happened.

www.victimsupport.org.uk Telephone:0300 3031977, Mon - Fri, 9am-5pm, 24hr answerphone

Wolverhampton Healthy Minds

Wolverhampton Healthy Minds is a psychological therapies service for people who are experiencing common mental health problems such as depression, anxiety and stress. The Wellbeing service is a nurse led service for people with more complex mental health problems.

<http://www.wolverhamptonhealthyminds.nhs.uk/>





Tel: 0800 923 0222 / 01902 441 856

Email: bcpft.wolverhamptonhealthyminds@nhs.net





Appendix D: Signposting to outside agencies (Staffordshire Schools)

Agency contact details can all be accessed through the Staffordshire connects website (the Staffordshire local offer): www.staffordshireconnects.info

All support services are signposted through the above link.

