



# Newall Green Primary School

*Aiming High To Reach Our Goals*

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH  
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## Mental Health in School Policy for Students

Document Control	
Title	Mental Health and Well- Being School Policy for Students
Date	May 2023
Supersedes	January 2022
Amendments	Inclusion of specific processes for staff (See CTT Health & Safety Policy)
Related Policies/Guidance	<ul style="list-style-type: none"><li>• Inclusion and SEN Policy</li><li>• SEN Information Report</li><li>• Safeguarding Policy</li><li>• First Aid Policy</li><li>• Medication Policy &amp; Procedure</li><li>• Behaviour Policy</li></ul>
Review	Annually

**Approved by: NGPS SLT**

**Date: May 23**

**Last reviewed on:**

**Next review due by: May 2024**

## Positive Mental Health Policy Newall Green Primary

### Introduction

In an average classroom, three children will be suffering from a diagnosable mental health condition.

The school has an important role to play, acting as a source of support and information for both students and parents. However, many school and college staff feel out of their depth when faced with issues related to mental health. This guidance is designed to help schools develop policies and procedures which will empower staff to spot and support students in need of help and to follow appropriate referral pathways and procedures. A well-developed and implemented policy can prevent students from falling through the gaps.

Guidance and advice documents, including advice from the Department for Education and Public Health are included in Appendix B

### Policy Statement

*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)*

### Intent:

- Promote positive mental health in all students
- 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
- Provide support to students suffering mental ill health and their peers and parents or carers

### Lead Members of Staff

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

- Sarah Rudd, Executive Head Teacher
- Amanda Collighan Mental Health Senior Lead
- Elizabeth Pattenden, Deputy Head
- Catherine Campbell, Assistant Head and PSHE lead
- SENDCos: Vicki Murphy, Clare Mullally, Kirstie McKenzie (Assistant Head)
- Nancy Bibby, Link School Nurse
- Tom Rudd, Designated Safeguarding Lead
- Evelyn Uche Parent support officer
- Jane Thompson – Acorn Room (Child Emotional Health intervention)
- Amanda Jackson, School
- Dianne Harris, Business Manager
- TAs trained for Drawing & Talking

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to one of the above staff. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer, the Executive Head or the designated governor. If the student 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 (Children and Adolescence Mental Health Service) is appropriate, this will be led and managed by the SEND team.

### **Social Emotional Plan (S.E.P.)/ therapeutic plan**

It is helpful to draw up an individual care plan for pupils who need support with their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals (see SEND Policy.)

## **Implementation:**

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches.

Our curriculum has been adapted to meet the needs of our children and includes opportunities to develop understanding through themed weeks (Children's Mental Health Week) adapted curriculum topics (Growing & Changing) and signposting parents to information on our website and Facebook page for parents to use to support their child.

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our Dimensions PHSE 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 pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

At Newall Green Primary School, we strive to be a 'nurturing school' as we believe it is important to ensure our pupils are in a nurturing environment that supports them to learn.

### **School based support for students**

There are a number of approaches that are used on a class basis such as;

1. Completing a 'voice of a child' activity so that the child feels comfortable to discuss their concerns.
  2. If appropriate, class teacher will speak to the child's parent to share concerns.
  3. Sign post parents to support groups / community groups.
  4. Circle time activities planned to address issues that are age related/ affect a group of children.
  5. Monitor and check in daily so the child builds a relationship with a trusted adult.
  6. Children signposted to staff as a 'listening ear'
  7. Assign peer support using buddying systems within school.
  8. Miss Kay, Worry Boxes and 'Feelings displays' used to communicate with adults
- All of the above will be recorded on our internal systems CPOMs to monitor the support given to a child.

Once these strategies have been put in place, staff in school will use a school referral form (see Appendix 2) to request Interventions for pupils.

1. Small group SEMH intervention.
2. Drawing and Talking
3. Place 2 Be or, School Counsellor weekly sessions.
4. Fit For Life Programme (PE intervention)
5. Support from other professionals such as the Educational Psychologist EP, CAMH services, GP, Children's services, M-Thrive and Early Help.

## Warning Signs

School staff may become aware of warning signs which indicate a student / member of staff / themselves is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and be communicated to the SENDCos or the Designated Safeguarding Leads.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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

A student may choose to disclose concerns so all staff need to know how to respond appropriately to a disclosure.

Staff should be calm and non-judgemental, listen rather than advise and our first thoughts should be of the students emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the student's confidential file on CPOMS. This written record should include the main points from the conversation and the agreed next steps.

## Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- 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 a student without first telling them.

Parents must always be informed, and students may choose to tell their parents themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts parents. We should always give students the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL should be.

## Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

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 policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

### Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their 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, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

### 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 training to enable them to keep students safe.

- Our SENDCos, Clare Mullally & Kirstie McKenzie have completed the Manchester CAMHS school training awareness course so that we can make direct referrals from school.
- Our Parent Support Officer, Evelyn Uche has completed the 'Mental Health First Aiders' Course with St John's Ambulance Service.
- Amanda Collighan is undertaking a Senior Mental Health Lead course and works closely with Sharon Burke who is a Mental Health First Aider for staff in school.

## Impact

We measure the impact of our actions through

- Pupil voice activities
- SDQ measures (for some pupils)
- Evaluation of interventions.
- Meetings with professionals and parents.
- Staff systems within school to monitor progress to agreed targets (inclusion meetings)
- Improved school attendance for an individual child.

**Through our commitment to well-being we believe the impact will be happy and content pupils that enjoy coming to school.**

## Appendix 1

### Signposting for Parents

Support on mental health issues can be accessed via:-

[Young Minds](http://www.youngminds.org.uk) (www.youngminds.org.uk), [Mind](http://www.mind.org.uk) (www.mind.org.uk) and (for e-learning opportunities) [Minded](http://www.minded.org.uk) (www.minded.org.uk).

[SelfHarm.co.uk](http://www.selfharm.co.uk): www.selfharm.co.uk

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

[Depression Alliance](http://www.depressionalliance.org/information/what-depression): www.depressionalliance.org/information/what-depression

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

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

[Prevention of young suicide UK – PAPHYRUS](http://www.papyrus-uk.org): www.papyrus-uk.org

[On the edge: ChildLine spotlight report on suicide](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/onthe-edge-childline-spotlight/): www.nspcc.org.uk/preventing-abuse/research-and-resources/onthe-edge-childline-spotlight/

[Beat – the eating disorders charity](http://www.b-eat.co.uk/about-eating-disorders): www.b-eat.co.uk/about-eating-disorders

[Eating Difficulties in Younger Children and when to worry](http://www.inourhands.com/eating-difficulties-in-youngerchildren): www.inourhands.com/eating-difficulties-in-youngerchildren

### Books

Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass  
Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks

Appendix 2



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## Referral for support with a child's mental health

Please complete this form when you feel a child would benefit from further intervention e.g. SEMH group, Drawing and Talking, school counsellor. The child should already have had support within class e.g. voice of a child, support from a named staff member discussion with parents, circle time activities. Please see section 'School based support for students' in the Mental Health Policy for more information.

<b>Name of child:</b>		<b>Class:</b>	
<b>Strengths:</b>			
<b>Concerns:</b>			
<b>Steps taken so far address concerns:</b>			
<b>Date Class Teacher had discussion with parent:</b>			
<b>Parent Views:</b>			
<b>Pupil Views:</b>			
<b>Anticipated outcome from additional support:</b>			
<b>Outcome from discussion in Inclusion meeting:</b> (this section will be completed by member of SLT)	Agreed by (SLT member) _____		