



MENTAL HEALTH & EMOTIONAL WELLBING POLICY (INCLUDING EARLY YEARS FOUNDATION STAGE)



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Mental Health and Emotional Wellbeing Policy

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POLICY STATEMENT

At Brackenfield School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

SCOPE

This policy is a guide to all staff – including non-teaching and the Governing Body – outlining Brackenfield School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

It considers guidance on mental health and wellbeing published by Gov.co.uk; Compass Phoenix, NSPCC, CAMHS, Children and young peoples' mental health services (CYMHS) and Childline.

AIMS

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

KEY STAFF MEMBERS

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Director of Welfare
- Designated Safeguarding Lead
- Headmaster
- SENCO

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Alison Balsamini (Director of Welfare/Designated Safeguarding Lead).

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures will be followed.

If the child presents a high-risk medical emergency, relevant procedures will be followed, including involving the emergency services if necessary.

INDIVIDUAL CARE PLANS

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

- Suggested elements of this plan include:
- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school and specific staff

TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum and wellbeing activities.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. The majority of staff have completed the **Compass Buzz** (now known as Compass Phoenix) training to level 2, and Alison Balsamini (director of Welfare/Designated Safeguard Lead) has completed level 3.

Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of their own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. (See Section on Supporting Peers)

SIGNPOSTING

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, visiting speakers etc), and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

SOURCES OR SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

School Based Support

Alison Balsamini – Director of Welfare, Mental health first aider, Designated Safeguard Lead (DSL) & Year 6 teacher – Available in school five days a week to support pupils and their families. This may include, meetings, 1;1 support sessions, group work and liaising with other professionals to ensure/organise appropriate help and support.

Amy Wardell – SENCO – In school Monday and Wednesday. Runs 1:1 and small group sessions, arranges and runs internal support sessions and liaises with external professionals to ensure/organise appropriate help and support.

Joe Masterson – Headmaster – Available daily, Mon-Fri

Jean Claude Olesqui – DDSL & Mentor -Available throughout the school day, Mon-Fri

Class teachers – Available daily in registration am and pm, and throughout the day to support pupils needs.

Katie Kerr - Nursery Manager

Jane Ingle-Illes – EYFS Lead

Support staff – Available throughout the day to support pupils needs. From nursery through to Year 6.

Additional support - Amy Wardell runs a group which supports pupils to develop their social skills.

There is an extra -curricular Yoga club.

Mindfulness is promoted throughout the school.

The PSHE curriculum covers mental health and wellbeing for pupils.

We celebrate Children’s Mental Health week each year.

Local Support

Brackenfield School works in partnership with Compass Phoenix (NYCC) and the CAMHS partnership, a group of providers specialising in children and young people’s mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs-children-information> may need help with a wide range of issues at different points in their lives.

[Parents and carers](#) may also need help and advice to deal with behavioural or other problems their child is experiencing.

Parents, carers and young people can receive direct support through CYPMHS. (See link below)

<https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

<https://northyorkshireccg.nhs.uk/your-health-and-local-services/children-and-young-people/children-and-young-peoples-mental-health/>

WARNING SIGNS

Staff may become aware of warning signs which indicate a student 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 alert Alison Balsamini (mental health first aider).

Possible warning signs, which all staff should be aware of 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

TARGETED SUPPORT

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with professionals and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working closely with Compass Phoenix, CAMHS and CYPS North Yorkshire
- and other agencies services to follow various protocols including assessment and referral
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach
- Providing a range of interventions that have been proven to be effective, according to the child's needs
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014

MANAGING DISCLOSURES

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with Alison Balsamini (Mental Health lead and DSL).

If a Mentoring Programme is in place, any disclosures made will also map with this process.

CONFIDENTIALITY

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or a professional outside of the school, then this will be discussed with the student and parents, unless they are deemed to be in danger of harm by doing so. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague (usually the headmaster or DSL), this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents will always be informed, but older students may also choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents may not be informed, but the child protection procedures will be followed.

WHOLE SCHOOL APPROACH

We have a whole school approach to supporting the mental health and wellbeing of pupils, staff and parents. We have an open-door policy and our values are embedded and promoted throughout all areas of school life.

Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we will be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication will be kept open in case the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

We will ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

Supporting parents

- We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:
- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

SUPPORTING PEERS

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by 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 / saying which may inadvertently cause upset
- Warning signs that their friend needs 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 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. Alison Balsamini is the nominated member of staff who has received professional Mental Health First Aid training.

Through Compass Phoenix, staff are regularly offered free online training suitable for staff wishing to know more about a specific issue/area. 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 developing situations with one or more students.

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

Suggestions for individual, group or whole school CPD will be discussed with the Headmaster, Joe Masterson and Alison Balsamini (Mental health lead) who can also highlight sources of relevant training and support for individuals as needed.

Name of policy MENTAL HEALTH & EMOTIONAL WELLBING POLICY	Policy reviewed
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