

Well-being and Positive Mental Health Policy



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Children's Rights:

- Article 24 (health and health services)
- Article 29 (goals of education)

As part of our commitment to these Children's Rights we aim to promote positive mental health and emotional well-being for all children, their families and members of staff. Our open culture allows children's 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 volunteers – outlining d'Auvergne School's approach to promoting positive mental health and emotional well-being. There are two complimentary policies, this one – children's well-being and another detailing d'Auvergne Schools approach to staff well-being.

It should be read in conjunction with other relevant school policies, including:

- Safeguarding Policy
- Child Protection Policy
- Special Educational Needs Policy

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and children.
 - Increase understanding and awareness of common mental health issues.
 - Enable staff to identify and respond to early warning signs of mental ill health in children.
 - Enable staff to understand how and when to access support when working with children with mental health issues.
 - Provide the right support to children with mental health issues and know where to signpost them and their parents/carers for specific support.
 - Develop resilience amongst children and raise awareness of resilience-building techniques.
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- 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 child welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around our school.

Key staff members

This policy aims to ensure all staff takes responsibility to promote the mental health of children and each other, however key members of staff have specific roles to play:

- Head teacher – Sam Cooper
- Well-being and Safeguarding Lead – Rachel Maguire
- SENCO – Josie Fernandes
- PSHE Coordinator – Sarah Prothero
- Lead First Aider – Yvonne Huelin
- ELSA's – Nina Pelling, Serena Bree and Yvonne Huelin
- Mental Health First Aider – Alison Keogh

If a member of staff is concerned about the mental health or well-being of a child, in the first instance they should speak to the Well-being and Safeguarding Lead or the SENCO.

If there is a concern that the student is risk of, or in danger of immediate harm, the school's child protection procedures should be followed. These are clearly laid out in d'Auvergne's Child Protection Policy.

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

Pupil Well-being

Well-being Plans

When there is a concern for a child's well-being, they have received a diagnosis of a mental health issue, or are receiving support either through CAMHS or another organisation, a Well-being Plan should be drawn up. The development of the plan should involve the child, parents, and relevant professionals.

This plan may 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

This plan would be considered as containing sensitive data and so would be only shared when it is necessary to do so.

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 JIGSAW PSHE curriculum.

We follow the JIGSAW PSHE curriculum to prepare us to teach about mental health and emotional health safely and sensitively.

Incorporating this into our curriculum at all stages promotes children's well-being through the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people.

d'Auvergne School seeks to promote positive mental health and provide early intervention to prevent situations from reaching a crisis point whenever possible. In order to achieve this, the following procedure will be followed:

Reception – The Well-being and Safeguarding Lead will run groups that will include every child whilst they are in Reception to promote emotional literacy and positive self-esteem. This ensures that children are familiar with support systems in school and allows for prioritisation of additional support, such as ELSA, as they move into Year One.

Year 1 – During this year children will have opportunities to work with an ELSA dependant on their need. This might be on an individual or group basis.

Year 2 – Our colleagues in the Education Welfare Team deliver the ‘Keeping Safe and Well’ classroom session.

Year 3 – Children in Year 3 will take part in Well-being class sessions with the school’s allocated Well-being Facilitator. These provide information on stress, mindfulness and positive ways of managing emotions in a fun and accessible way.

Year 4 – The children will take part in activities for ‘Anti-bullying Week’ in November and will take the lead in raising awareness of this topic, alongside the Anti-bullying Ambassadors, during this week.

Year 5 – There will activities offered for World Mental Day in October for the Year 5’s and, where possible, these will be delivered during the Year 5 residential.

Year 6 – There will be an offer of lunchtime Well-being Club at least once a week for this year group. This will aim to consolidate the positive approaches to managing mental health and well-being that have been developed throughout children’s journey at d’Auvergne.

Signposting

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

Within the school (noticeboards, toilets etc.) and through our communication channels (newsletters and website), 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 of support at school

Head teacher – Mr Cooper is available to speak to children, parents and staff about concerns they might have and either offer a solution or point them in the direction of the correct support.

Well-being and Safeguarding Lead – Rachel Maguire is available to children, parents and staff to talk about any concerns, worries or circumstances that impact on the well-being of the d’Auvergne community, or individuals within it.

Class teachers – Each child has a class teacher who is available to them throughout the school day. If they wish to speak to their teacher about their well-being they can ask them for time to talk, and the teacher will offer this as soon as is practicable (recognising the need to ensure all the children in the class are safe and accessing learning).

ELSA (Emotional Literacy Support Assistant) – d’Auvergne has several ELSA’s who can provide children with support in the areas of emotional literacy, loss, transition, anger management, worries and anxiety. In order to access this support a teacher, child or parent can speak to the Well-being Lead who will prioritise the ELSA’s time.

There are other sources of support that are beneficial to children’s mental health that can be accessed via school, including:

- School Clubs – Details of what is available is emailed to parents each term, and this information can be asked for at the school office
- SENCO (Mrs Fernandes) – Through the class teacher
- Inclusion and Early Intervention Teams (Education Welfare, Well-being Team, English as an Additional Language, Primary Mental Health Workers etc) – Through the class teacher, Mrs Fernandes, Mr Cooper or Rachel Maguire

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.

Those children who may benefit from support are discussed at the termly Planning and Review Meetings, (PARM), and where appropriate targeted early intervention is put in place. This may include classwork, group work or individual work, but will

always aim to be fun, targeted to the child/ren and evidence based. This aims to give children the tools and relationships within school that they need to seek help if needed later on.

As part of a graduated response approach to supporting children, the effectiveness of any interventions will be evaluated on an ongoing basis and when necessary further support will be offered.

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 Rachel Maguire, or another key staff member.

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

Managing disclosures

If a child 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 an orange 'Safeguarding and Concern Reporting Form', including:

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- 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 the Well-being and Safeguarding Lead to determine further steps. In the event of immediate risk to the child then the Child Protection procedures will be followed.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child whenever possible. Staff will be mindful that failure to do so may cause further distress to the child if they feel their trust has been breached.

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

Wherever possible the staff member will make a plan with the child about passing on information so that the child maintains ownership of their information.

Ideally, consent should be gained from the child first, however, there may be instances when information must be shared, such as children who are in danger of harm.

It is important to also safeguard staff emotional well-being. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the child. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, the child protection procedures should be followed.

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?
- Who should be present – children, 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 should 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 should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call will be offered at this stage.

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 that family plays a key role in influencing children and young people's emotional health and well-being; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

Ensuring all parents are aware of how to promote their child's social and emotional well-being – this information is included on the school website in the 'parent area';

Offering support to help parents or carers to develop their parenting skills.

d'Auvergne provides varied Triple P parenting sessions and information about the seminars or discussion groups available in all schools can be accessed on; <https://www.gov.je/Caring/Organisations/Pages/Parentingsupportservices.aspx#anchor-1>; or by emailing parentingadmin@gov.je

Facilitating 'Right Help, Right Time' Meetings

For families that are experiencing a challenging time, or have several professional agencies working with their family, d'Auvergne may be able to offer the Early Help process to bring together all the agencies and work together effectively.

Ensuring parents, carers and other family members living in challenging 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.