



Compton All Saints' Church of England Primary School

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas. All its work is underpinned by its core values of love, courage and respect.

Mental Health and Well Being Policy

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 Organisation)

In our school our Christian vision shapes all we do. We seek to provide education of the highest possible quality in an environment underpinned by Christian beliefs and values, where children from all faiths and none learn how to become good friends, hard workers and confident individuals. We believe that everyone can shine and that our school should be a place where all learners have the encouragement, support and opportunity to do just that.

We aim to:

- Promote positive mental health for everyone in our school community: pupils, staff and parents
- Provide a stable, safe environment for anyone affected directly or indirectly by mental health/well-being issues;
- Recognise and respond effectively to need as it arises.

We pursue this using both whole-school approaches and specialised, targeted strategies for vulnerable pupils and their families. This includes developing and implementing practical, relevant and effective policies and procedures.

Linked Policies

This policy should be read in conjunction with:

- Supporting Pupils with Medical Conditions Policy (in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue)
- SEND policy where a pupil has an identified special educational need.
- Child Protection policy
- RSE policy
- Behaviour policy

The policy aims to:

- Promote positive mental health and wellbeing;
- Increase awareness of common mental health issues, including early warning signs of deteriorating wellbeing;
- Provide support to staff working with young people with mental health and wellbeing issues;
- Provide support to pupils 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 pupils, staff with a specific, relevant remit include:

Head teacher

Deputy Designated Safeguarding Leads
PSHE leader and EARA Leader
SENCO
Emotional Literacy Support Assistant (ELSA)

Individual Care Plans

Pupils causing concern, or who receive a diagnosis pertaining to their mental health may require a specific plan to address their needs in school – an Individual Health Care Plan. These are personalised on a case by case basis and with reference to other policies and procedures in school – eg Supporting Children with Medical Conditions. The plan will be drawn up involving parents, the pupil and any relevant health professionals.

Teaching about Mental Health and Wellbeing

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 PSHE curriculum. This was updated in July 2021 to reflect changes to SRE teaching, and to ensure the inclusion of mental health for each year group. 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. Each cohort have at least 2 units based on Mental Health and Wellbeing per year, making reference to the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Supporting Individuals

If a child has specific emotional needs, the school's ELSA (Emotional Literacy Support Assistant) can plan and implement a short term support programme or intervention in partnership with parents/carers. Parents and staff can ask for a child to be placed on the referral list for ELSA and pupils, can also refer themselves in conjunction with their class teacher. Programmes to help children overcome emotional barriers to learning and engage fully in school life, are planned according to availability of the ELSA and the level of urgency. Further information about ELSA can be found on the school website.

Further specialist advice can be accessed via a range of professionals such as Educational Psychology and CAMHS before a referral is made.

Where a referral to CAMHS is appropriate, this will be led and managed by either the HT or SENCO, in partnership with parents/carers.

Further information can be found at: <https://hampshirecamhs.nhs.uk/>

An Early Help assessment can help with support and advice for families where there are ongoing and more complex difficulties including concerns about mental health and wellbeing. Where a referral to Early Help at Level 2 or 3 is appropriate, this will be led and managed by HT or SENCO in partnership with parents/carers.

Further information can be found at:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/early-help>

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We will display relevant information on the school website, in communal areas and toilets, and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupils seeking help by ensuring pupils understand:

- What help is available
- Who it is aimed at

¹ Teacher Guidance: <https://pshe-association.org.uk/mental-health-guidance>

- How to access it
- Why to access it
- What is likely to happen next.

Parents can access the Wellbeing Support Service via a health professional such as their GP or the School Nurse. Further information can be found at: <https://pbs.hants.gov.uk/wellbeing-support-service>

Warning Signs

Staff have regular training and are alert to signs and indicators of deteriorating wellbeing. These are reported on CPOMS, at staff meetings and/or to the SENCO and Head teacher. Possible warning signs could 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

Reporting and Managing concerns, disclosures and confidentiality

Any member of staff who is concerned about the mental health or wellbeing of a pupil should report the concern via CPOMS or speak to the SENCO or Head teacher. If there is a fear that the pupil 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 her deputy. If the pupil 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.

A pupil may choose to disclose concerns about themselves or a friend to any member of staff. Staff at Compton have regular training on how to respond to disclosures regarding safeguarding/well-being. They know that confidentiality should never be promised to a pupil and that this must be made clear to the student concerned at the time of the conversation/disclosure.

Any disclosure must be shared with either the Head teacher or Deputy Designated Safeguarding Lead. Parents will be informed if there are concerns about their child's mental health and wellbeing.

If there is reason to believe that there may be underlying child protection issues, the Designated Safeguarding Leads must be informed immediately.

Working with Parents

The school will use its core values of love, courage and respect to underpin all liaisons with parents or carers regarding their child's mental health and wellbeing. Support and information will be signposted/provided as required and the school's high standards of regular and inclusive communication will be pursued.

Supporting Peers

We recognise that children may need support if a member of their class or a friend has issues with mental health. This will be tailored to meet the individual needs of the child/ren concerned and will draw on expertise both within and outside school as necessary.

Training

All staff receive regular training about recognising and responding to mental health issues as part of safeguarding and child protection procedures. The school can utilise opportunities for staff to access wider training in the locality, eg via the Winchester Teaching School Alliance CPD programme. Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Health and Welfare of Parents and Carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc. We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

- Working closely with our local partners including the Children's Centre, Health Care professionals and partner schools
- Meeting all EYFS parents in person to discuss their family circumstances
- Encouraging parents into school for events such as science fayres, art exhibitions, collective worship, church services etc
- Ensuring Senior Leadership Team (SLT) attendance at all CSA events
- Offering 1:1 SENDCO Parent meetings
- Offering parents the opportunity to meet Ed Psychologist, School Nurse or Speech and Language Therapist
- Offering Psychologist sessions for families
- Ensuring all parents are aware of how to promote social and emotional wellbeing and prevent mental health problems through website, newsletters etc.
- Offering support to help parents or carers develop their parenting and academic skills, for example 'Online Safety workshops'
- Providing an open door policy with access teaching staff, SENCO and headteacher
- Working hard to develop a close relationship with parents and carers which allow us to offer support

Health and Welfare of Staff

We recognise that a healthy happy workforce are required to deliver the best education for all our pupils. Our expectation is that staff have a responsibility to support their own mental health by accessing appropriate support, looking after their own mental health and to develop resilience and coping strategies. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives. We offer the following to support our staff's positive mental health

- A dedicated staff room for relaxation and healthy eating.
- We are part of the Schools Advisory Service giving staff access to the Staff Wellbeing and Counselling Services
- We organise a number of social events throughout the year for staff to participate in.
- SLT have an open door policy for all staff.
- SLT proactively support staff who are experiencing mental health difficulties.
- Regular wellbeing Insets
- Take staff mental wellbeing into consideration when deploying staff to various roles around school.
- Reasonable adjustments for staff with recognised mental health issues.
- Sign post staff to appropriate support mechanisms such as local clergy, charities, GP, and Relate.
- Staff meetings are held weekly where individuals can air their views and feel supported.
- A supportive and generous non-sickness absence policy.
- Celebrate staff special occasions.
- Staff mental health lead – the Headteacher has an open door policy who is a point of contact for all staff, they are also trained as the Senior Mental Health Lead in the school
 - Encourage and support staff to put into perspective the everyday challenges of working with pupils.
 - Help staff to set professional boundaries for themselves such as not sharing their telephone numbers; not texting parents with personal phones and not having their phones out during Curriculum time.

- Remind staff not to share personal details such as phone numbers and not to interact with parents on social media. Staff with children in school should be aware and take measures to protect themselves. For example set high privacy settings on Facebook.
- Flexible working applications are always seriously considered within the confines of what is best for the pupils.
- Pastoral support from the incumbent.
- No expectation to be at work outside of contracted/directed hours

This policy should be read in conjunction with:

- Safeguarding Policy
- Managing Sickness and Absence Policy
- Code of Conduct

If a member of staff has concerns about themselves or a colleague they should speak to Staff Mental Health Champion.

Policy Review

This policy will be reviewed every 3 years. It is next due for review in January 2028. This policy may be reviewed and updated before that date if circumstances or legislation change.

Signed:
Chair of Governors

Date:

Signed:
Headteacher

Date:

Key Members of Staff

Headteacher – David Ware

Deputy Designated Safeguarding Leads – David Ware, Emily Giles, Mary Munro

PSHE leader and EARA Leader – Emily Giles

SENCO – Hayley Chalkley

Emotional Literacy Support Assistant (ELSA) – Hannah Van Greunen