



Mental Health

At Uplands Infant School we value each child and every aspect of their education. By promoting an environment where everyone can live and work together in a supportive way, pupils are able to reach their full potential, emotionally, socially and intellectually. This policy should be read in conjunction with the school safeguarding and child protection policy, staff well-being policy, administration of medicines, anti-bullying, SEND and equality policies. Links with the School's behaviour policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Purpose

“Mental health is a state of well-being in which every individual realizes 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 his or her community.” (World Health Organisation, 2014).

At Uplands Infant School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

The Department for Education (DfE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.” Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe

- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

All staff have a responsibility to promote the mental health and emotional wellbeing of children. Staff with a specific, relevant responsibility include:

- Mrs Orton, Mrs Odedra, Miss Bath, Mrs Valli, Miss Gamble and Mrs Ibraimo – Designated Safeguarding Leads
- Mrs Valli – SENCOs and Mental Health Leads

Ethos

Uplands Infant School aims to support and teach skills to children and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:

- Feeling good – experiencing positive emotions like happiness, contentment and enjoyment including feelings like curiosity, engagement and safety.
- Functioning well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing we aim to:

- Develop a whole school approach for both children and staff
- Create an approach on the principles taken from the national minimum standards (2015) and the 8 key principles identified in 'Promoting Children and Young People's Emotional Health and Wellbeing' (2015).
- Work together with families
- Provide a holistic and multi-agency approach that is identified in the children's individual SEND support plans.

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.



Definition of Mental Health and Wellbeing

We follow the World Health Organisation's definition of mental health and wellbeing:

“Mental health is a state of well-being in which every individual realizes 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 his or her community.”

Mental health and wellbeing is not just the absence of mental health problems. We want all children to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

Promotion of Positive Mental Health

The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physically rich environment where key relationships can thrive and children can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. Clear identification,

impact and outcome measures will feed into school based programmes and the target interventions that will be offered to pupils.

We also recognise the role that stigma can play in preventing understanding awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of those issues.

Training of Staff to identify early warning signs

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

How we identify and support children and staff

Wellbeing measures include staff observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communication from the children regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Mental Health Lead in the first instance and record on CPOMS. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Designated Safeguarding Leads. If the child 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 SENCO. Individual SEND support plans will identify any individual support for children causing concern.

Child Wellbeing Interventions

	Approaches	Intervention
Whole school approach	Curriculum policy re-write focus on wider curriculum	<ul style="list-style-type: none"> ● Pupil voice – communication skills (student governors, one page profile, pupil EHCP reviews) ● Emotional literacy skills/ Jigsaw PSHE Scheme/ Circle Time ● Children praised for demonstrating characteristics of effective learning ● Yoga ● Campaigns & assemblies to raise awareness of good mental health ● Self-regulation strategies linked to behaviour management, CPD training and staff meeting updates ● Virtual School Heads are aware of the information and MHEW policy of the school for Looked After Children. ● Wellbeing Week
	Teaching and Learning approaches	
	Holistic/ Multi-Agency approach (individual SEND support plans (and parental support advisor)	
	Staff training	
	Transition Programme from one class to another and phase to phase	

		<ul style="list-style-type: none"> ● Bagel Breakfast
Targeted support	Wellbeing interventions	<ul style="list-style-type: none"> ● 1:1 nurture sessions provided for an afternoon each week focusing on individual wellbeing outcomes ● Class group sessions each week focusing on emotional wellbeing outcomes (Relax Kids, Family groups) ● Lego-based Therapy ● Theraplay ● Talk for Drawing ● Identified support linked to Pupil Premium (Therapeutic Group Work) ● Personalised differentiated learning opportunities.

Identified children will receive bespoke intervention packages delivered by staff who have undertaken relevant training in relation to the development of resilience through providing a secure basis and enhancing self-esteem and self-efficiency. Virtual School Heads in the LA will be made aware of information about all Looked After Children’s physical, emotional or mental health that may have an impact on his or her learning and educational progress, this will be indicated in their Personal Education Plan (PEP) and the school policy will be shared with the Virtual School Head, linked to the statutory guidance articulated in the DfE (2015) document.

Staff Identification

It is recognised at Uplands Infant School that promoting staff health and emotional wellbeing should be an integral part of the whole school approach to mental health and wellbeing. Therefore training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. An open door policy to senior leadership is always made available if staff are in need of speaking to someone about any issues of concern and a fully committed supportive governing body. An Emotional Health and Wellbeing display with key information is available in the staffroom. Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if deemed necessary.

Staff Wellbeing Support and Interventions

Whole school approach	A senior leadership team and governing body committed to provide all staff with listening support in relation to emotional wellbeing and recognition of this within performance management/ appraisal discussions.	<ul style="list-style-type: none"> ● Open door policy, contactable governing body and flexible EW appointment planning.
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	<p>Work life support and flexibility for personal wellbeing appointments within school time.</p> <p>Library of resources and online training with Mind Ed and planned CPD opportunities.</p> <p>Introduction of a Menopause Policy to support staff members experiencing menopausal symptoms</p>	<ul style="list-style-type: none"> • Information sharing from lead practitioners • Posters/ leaflets • Signposting to additional CPD courses
Whole school approach	<p>Emotional wellbeing staff meetings and INSET days.</p> <p>Trust corporate discounts for Health and Fitness facilities.</p> <p>Confidential counselling service.</p> <p>Emotional Wellbeing Information support file for every class group containing appropriate information in relation to emotional wellbeing as a tool for personal review, reflection and private advice.</p>	<ul style="list-style-type: none"> • Planned staff meeting with guest speakers from trained professionals • Employment based incentive for health and fitness
Targeted support	<p>Debriefing/ support sessions for all staff working in classes for children with complex medical needs or challenging behaviour from the Head Teacher and Deputy Head.</p> <p>Significant incidents – debriefing/ counselling with a trained professional for all staff involved in a significant incident.</p>	

Process for Child Wellbeing Interventions

Need	Evidence-based Intervention and Support	Monitoring
<p>The level of need is based on discussions at regular Inclusion meetings/ panel with key members of staff and involves parents and children</p>	<p>The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children</p>	
Highest Need	<p>CAMHS assessment, 1:1 or family support or treatment, consultation with school staff and other agencies.</p> <p>Other external agency support</p> <p>Other interventions e.g. art therapy</p> <p>If the school, professionals and/or parents conclude that a statutory Education, Health and Care assessment is required, we refer to the SEND</p>	<p>All children needing targeted individualised support will have an Individual Care Plan drawn up setting out:</p> <ul style="list-style-type: none"> • The needs of the child • How the child will be supported • Actions to provide that support • Any special requirements

	policy and SEND School Information Report.	Children and parents/ carers will be involved in the plan.
Some Need	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, wellbeing programmes.	The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the Mental Health Lead.
Low Need	General support e.g. school nurse drop in, class teacher/ TA.	

Referrals

If a child 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 child's emotional and physical safety rather than of exploring 'why?'

All disclosures should be recorded in writing and recorded on CPOMS. This information should be shared with the DSL's.

Confidentiality

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

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

Working with all parents and carers

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 they can talk to, and how to get the support they need 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 review meetings.
- Keep parents informed about the mental health topics their children are learning about in PHSE and share ideas for extending and exploring this learning at home.

Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues in order to enable them to keep children safe. The MindED www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Evaluation and Review

This policy is monitored and evaluated by the Deputy Head Teacher and will be reviewed every 3 years or earlier if deemed necessary.

Agreed Date: September 2022

Review Date: September 2025

Signed: -----

Head Teacher

Appendix 1 – Further information and sources of support about common mental health issues

Prevalence of Mental Health and Emotional Wellbeing Issues

- 1 in 10 children and young people aged 5- 16 suffer from a diagnosable mental health disorder – that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems – these are some of the most vulnerable people in our society.

Below is some information and guidance about the issues most commonly seen in school-aged children.

Support on all of these issues can be accessed via Young Minds (www.youngminds.org.uk), Mind (www.mind.org.uk) and (for e-learning opportunities) Minded (www.minded.org.uk).

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support: www.selfharm.co.uk National Self-harm Network: www.nshn.co.uk

Books

- Pooky Knightsmith (2015), *Self-Harm and Eating Disorders in Schools: A guide to whole school support and practical strategies*. London: Jessica Kingsley Publishers
- Keith Hawton and Karen Rodham (2006), *By Their Own Young Hand: Deliberate Self-harm and suicidal ideas in adolescents*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012), *A short introduction to understanding and supporting children and young people who Self-harm*. London: Jessica Kingsley Publishers

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support: Depression Alliance: www.depressionalliance.org/information/what-depression

Books

- Christopher Dowrick and Susan Martin (2015), *Can I Tell You About Depression? A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support: Anxiety UK: www.anxietyuk.org.uk

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

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before the leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive Compulsive Disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support: OCD UK: www.ocduk.org/ocd

Books

- 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 Torture Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support:

- Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org

- On the edge: Child Line spotlight report on suicide:
www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/

Books

- Keith Hawton and Karen Rodham (2006), *By Their Own Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Terri A. Erbacher, Johnathan B. Singer and Scott Poland (2015), *Suicide in Schools: A practitioner's guide to multi-level prevention, assessment, intervention and postvention*. New York: Routledge

Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or pre-school age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support:

- Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders
- Eating difficulties in younger children and when to worry:
www.inourhands.come/eatingdifficulties-in-younger-children

Books

- 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