

# St Matthew's Catholic Primary School



## Mental Health and Emotional Wellbeing Policy

Mental health Is everyone's business

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## 1.0 Policy Statement

At *St Matthew's Catholic Primary School*), we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' 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.

The national criteria states:

***"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings. 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)

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, there is estimated to be three children who will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

## MHST

### Mental Health Support Teams in Schools

#### How it works at St Matthew's

St Matthew's plays an important role in supporting the wellbeing of children and young people at a time when they are experiencing lots of physical, emotional and social changes. For some children, this stage of growing up can sometimes become overwhelming or difficult to manage, and it can be made worse by life events such as changing schools, exams, challenging home circumstances, bullying or difficult friendships. We work within a multi discipline Mental Health Support Team (MHST) to tackle these challenges by helping young people to feel more resilient, arming them with techniques to look after themselves and strategies to help them cope better with life's ups and downs. This team will also support parents and teachers with information and tips about how best to help children and young people who are experiencing difficulties

The team is made up of Education Mental Health Practitioners, Primary Mental Health Workers, Counsellors and MHS Leaders within school, Mrs Sime and Mrs Pritchard. The MHST Link liaison person is Michele Rusk who regularly comes into school to discuss any children and young people they think may benefit from their support. If a child is refusing to go to school, they will also work with families to help the child get back to school.

Any concerns about pupils- from teachers or parents can be dealt with using our open-door policy or referral process. If some support is needed, please feel free to contact your School Mental Health Lead for an initial discussion. We are in touch with our teams regularly.

When we notice a child is struggling with day-to-day worries, an initial discussion with the school team will take place and a plan of action will be put in place to ensure the correct support is the most appropriate way forward. Parents and/or carers will be contacted and asked to agree consent prior to any support being started with their child. During our sessions we may identify some children or young people who may benefit from specialist support. We will ensure that young people are aware that any recommendations for specialist support will be discussed with parents and/or carers before making any onward referral.

Confidentiality: We must never promise to keep secrets. The only reason we may not be able to keep things confidential is if we believe the pupil or someone else is at serious risk of harm. The MHST follow rigorous organisational policies and procedures to protect personal data and maintain confidentiality.

If you would prefer that your child was not discussed with our team, should they experience difficulties, you can opt out of this service by contacting your Mental Health School Leader (Mrs Sime or Mrs Pritchard). Your child will still have access to all the usual statutory support within St Matthew's.

## 2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining St Matthew's Catholic Primary School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.  
(PSHE, RSHE, Science, PE)

## 3.0 Policy Aims

It is our aim to promote holistic development alongside academic achievement for all pupils; key to these is the emotional health and mental wellbeing of our school community. Our intention is for all children in school to develop the self-esteem, resilience and emotional understanding to be able to play an active part in school life, becoming effective and successful learners and friends.

- 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.

## 4.0 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:

- Headteacher Mrs Sime
- Mental Health and Wellbeing Leader Mrs Pritchard
- Pastoral Staff (Mrs Evans)
- Designated Safeguarding Leader (Mrs Sime)
- SENCO (Mrs T. Gaskell)

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to Mrs Sime.

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

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

## 5.0 Individual Care Plans (Mrs Walsh/Mrs Gaskell)

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 the school and specific staff
- Relevant health professionals.

**The role the school can play Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum

## 6.0 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.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. Jigsaw covers all aspects of learning for positive Mental Health Awareness.

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 14 for Supporting Peers**

## 7.0 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, corridors, hall, toilets 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

## 8.0 Sources or support at school and in the local community

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance (Mrs Sime). 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 head teacher or any member the safeguarding team. 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 is appropriate, this will be led and managed by Mrs Sime, Mental Health Lead. Guidance about referring to CAMHS will be discussed Head Teacher & MHST Practitioner.

MHST

School Counsellor

MHT (Mrs Sime and Mrs Pritchard)

### Local Support

In Liverpool, there are a range of organisations and groups offering support, including 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.liverpoolcamhs.com/>

## 9.0 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 Mrs Sime or Mrs Pritchard.

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

## 10.0 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 MHST, school nurses 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 Liverpool City Council Children’s Services, Liverpool CAMHS 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 Liverpool 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; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## 11.0 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 Mrs Sime or Mrs Pritchard)

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

## 12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. 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

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.



It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague 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 must always be informed, but students may 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 should not be informed, but the child protection procedures should be followed.

## 13.0 Whole school approach

### 13.1 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 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 might be beneficial 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.

### 13.2 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.

## 14.0 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

## 15.0 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. A nominated member of staff (Mrs Pritchard) will receive professional Mental Health training (ROAR) and will cascade information to staff.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 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 should be discussed with *Mrs Sime or Mrs Pritchard* who can also highlight sources of relevant training and support for individuals as needed.

### **The school enhances pupil self-esteem and personal development through:**

- The Personal Development Curriculum which includes Citizenship, PSHE and Family Group sessions
- Information, advice and guidance on RSE and drugs Education can be found in the RE and Science curriculum.
- Opportunities for pupil leadership through school council, Parliament, (see Student Leadership -Mrs Pritchard)
- An emphasis on praise and reward through Class Dojo and weekly Celebration and Praise Assemblies
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

- Targeted children for intervention e.g. Lego Therapy.

**The school enhances staff motivation, learning and professional development through:**

- Curricular planning time within the school week
- Whole school training events, including Safeguarding, M/H awareness, Mindfulness
- Access to appropriate external training
- Involving all staff in decision making and delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular Roles and Responsibility reviews
- All staff have an open-door policy with Mrs Sime and can discuss concerns at any time.
- The promotion of Emotional Health and Mental Wellbeing and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Head teacher and Senior Leadership Team - Will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Governors – The Governing body has adopted this process and will assess and monitor its impact annually.
- Staff – Staff will be expected to know what their responsibilities are in ensuring the process is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils – Pupils will be made aware of how the Emotional Health and Mental Wellbeing policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

## 16.0 Policy Review

This policy will be reviewed every two years as a minimum.

The policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs Pritchard.

Any personnel changes will be implemented immediately.