



Pupil Mental Health and Wellbeing

DOCUMENT CONTROL

Name of Policy/Procedure	Pupil Mental Health and Wellbeing
Author	David Sandford
Version	1
Applicable to	Burrough Green Primary Academy and Great Wilbraham C of E Primary Academy
Approved by:	LGB
Approved on:	Sept 25
Review Cycle	Every 2 years
Date of next review	Sept 27
Website Publication yes/no	Yes

1. Policy statement	2
2. Scope.....	2
3. Policy aims.....	2
4. Legal basis.....	3
5. Roles and responsibilities	3
6. Procedure to follow in a case of acute mental health crisis.....	4
7. Warning signs	5
8. Managing disclosures	5
9. Confidentiality	5
10. Supporting pupils.....	6
11. Supporting and collaborating with parents and carers	8
12. Supporting peers	8
13. Signposting	8
14. Whole school approach to promoting mental health and wellbeing awareness	9
15. Training.....	9
16. Support for staff	9
17. Monitoring arrangements.....	10

1. Policy statement

At Burrough Green CofE Primary Academy and Great Wilbraham C of E Primary Academy we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

2. Scope

This policy is intended to:

- Provide guidance to academy staff on our academies approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

3. Policy aims

- Promote positive mental health and wellbeing across both academies
- Create a culture of wellbeing and inclusion

- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

This policy was written with regard to:

- › [The Equality Act 2010](#)
- › [The Data Protection Act 2018](#)
- › Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

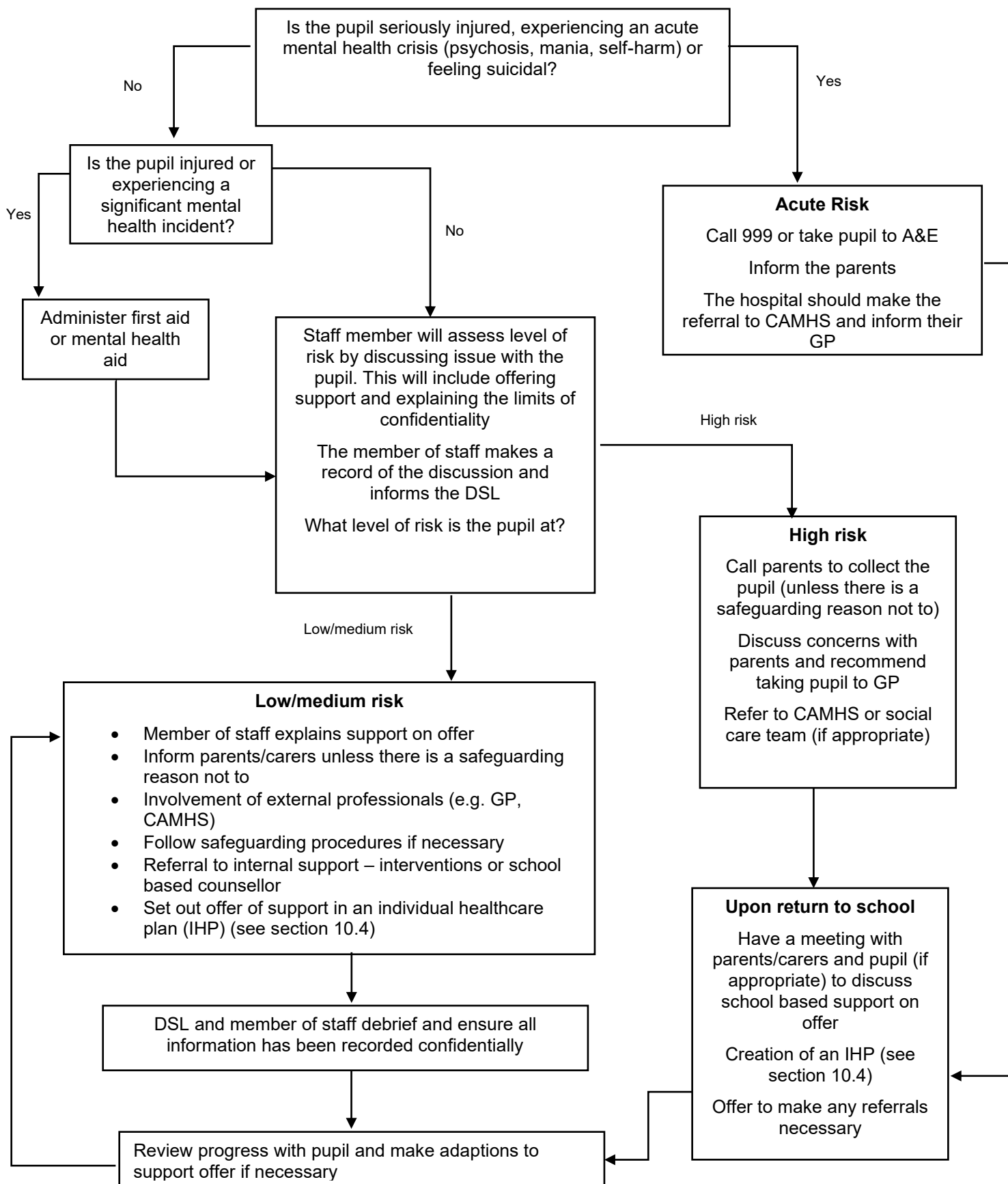
5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the DSL

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Executive Leadership Team
- Designated safeguarding leads (DSL and DDSL)
- Special educational needs co-ordinator (SENCO)
- Mental health lead

6. Procedure to follow in a case of acute mental health crisis



7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health and wellbeing is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's Safeguarding and Child Protection Policy and pass on all concerns to the designated safeguarding lead. All disclosures are recorded and stored via My Concern.

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Safeguarding and Child Protection Policy will be followed.

9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the DSL
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

10. Supporting pupils

10.1 Universal support for all pupils

As part of the academy's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health and wellbeing during PSHE teaching, collective worship, and mental health awareness week
- Having open discussions about mental health and wellbeing during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health and wellbeing e.g. class council, school council, worry boxes in all classes
- Monitoring of all pupils' mental health through assessments e.g. Stirling Wellbeing Survey
- Appointing a mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through e.g. 1:1 check-ins with teachers/TAs, SENCO support, lunchtime clubs etc
- Making classrooms a safe space to discuss mental health and wellbeing through e.g. worry boxes, circle time, Votes for Schools, PSHE lessons

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SENCO and mental health lead together will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the universal support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our academy's includes:

- "Meet and Greet"/end of day "wrap-up" time
- 1:1 time with teacher or TA
- Individualised timetable (which may include alternate lunchtime arrangements)
- Temporary Reduced Timetables (only in agreement with parents and the Local Authority SEND Service)
- ELSA groups (when an ELSA-trained member of staff is available)

10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if they have any diagnosed medical condition requiring support in school, including mental health conditions.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant healthcare professionals.

The pupil's IHP will contain the following details:

- The mental health condition (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- Schools Nursing Service
- CAMHS (via YOUUnited)

- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services e.g. Cogwheel Counselling, Blue Smile, Acorn Project

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child e.g. through referral to Early Help Services
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for

13. Signposting

Sources of support will be on both on the academy website, so pupils and parents are aware of how they can get help.

The SENCO and Mental Health Lead will provide further information to parents/carers if they want to learn more about what support is available.

14. Whole academy approach to promoting mental health and wellbeing awareness

14.1 Mental health and wellbeing is taught in PSHE

We follow the Cambridgeshire Primary Personal Development Programme. Units particularly relevant to mental health and wellbeing are found in the themes of “Myself and My Relationships” and “Healthy and Safer Lifestyles”.

Pupils will learn about:

- Keeping themselves safe
- Understanding their own emotional state
- Healthy coping strategies
- The importance of physical exercise (PE curriculum link)
- The importance of a healthy diet (Science curriculum link)

For more information, see our PSHE curriculum.

14.2 Creating a positive atmosphere around mental health and wellbeing

Staff will create an open culture around mental health by:

- Discussing mental health and wellbeing with pupils in order to break down stigma
- Encouraging pupils to talk to a trusted adult when they are feeling unhappy, worried or concerned

14.3 Promoting awareness of a healthy diet for wellbeing (and food safety)

- At BGPS, we encourage children to have a healthy diet through our partnership with Dolce who provide school lunches. We encourage parents to provide healthy lunchboxes for children who bring their own food to school. Foods such as sweets, chocolate and fizzy drinks are discouraged.
- Children in KS1 are provided with fruit for their morning snack through the SFV Scheme, and we support the provision of milk through Coolmilk. Children in KS2 are encouraged to bring a healthy snack from home.
- For the wellbeing of children at BGPS with nut allergies, we ask parents to ensure that food containing nuts is not sent into school. Staff remove any items containing nuts, and contact parents to remind them. Children are taught the importance of not sharing foods with others.

15. Training

All staff receive training so they:

- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Our Cambridgeshire Therapeutic Thinking approach supports this mental health and wellbeing policy.

16. Support for staff

We recognise that supporting a pupil experiencing poor mental health and wellbeing can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously

- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed by the Executive Headteacher every two years. At every review, the policy will be approved by the governing body.

This policy has links to:

- SEND policy
- Positive Relationships policy (including anti-bullying policy)
- Safeguarding and Child Protection Policy
- Equalities Policy/Statement