

Whitstable & Seasalter Endowed Church of England (Aided) Junior School





Mental Health and Wellbeing Policy

This policy reflects our schools vision

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewer	Janine Hewitt -SENCO
Reviewed	May 2024
Date of Next Review	May 2026
Signature	
Headteacher Signature	

Mental Health and Wellbeing Policy Whitstable and Seasalter Church of England (Aided) Junior School

Last Updated May 2024

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 Organization)

In our school our Christian vision shapes all we do:

Love * Learning * Laughter

'Let Your Light Shine'

Matthew 5: 14-16

As a school family, living and learning with a thirst for knowledge, we delight in everyone's achievements sharing joy and laughter along the way.

Within the love of God we nurture aspirations, celebrate each other's individuality enabling all to flourish.

We let our lights shine in school, our community and the World beyond.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. Support is available for staff also.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils and staff affected both directly, and indirectly by mental health and wellbeing issues.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing in children and themselves
- 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:

Ellen Taylor - Designated Safeguarding Lead

Janine Hewitt and Rachael Gower - Mental Health and Emotional Wellbeing Leads

Katie Braid and Georgia Blinston Jones - First Aiders

Janine Hewitt – SENCo/Assistant headteacher/DDSL

Rachael Gower - FLO/DDSL

Ellen Taylor - CPD Lead

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. 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. 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.

Where a school referral to CYPMHS is appropriate, this will be led and managed by Janine Hewitt; Mental Health Lead. Guidance about referring to CYPMHS can be provided by Janine Hewitt (SENCo).

Individual Health Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

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 developmental PSHE curriculum.

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.

We will follow 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. We also use our PSHE scheme 'Heartsmart' which teaches wellbeing, resilience and healthy living.

For more information, please visit: <https://www.heartsmart.school/>

Other strategies that we use include, but the list is not exhaustive, are:

Daily mindfulness colouring

Lego therapy

¹ Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and> (accessed 02.02.2018)

The Church of England Education Office

Relaxation and reflection

Here and Now Counselling support

FLO support

SENCo support

Educational Psychologist support

Quiet areas in playground

New playground; areas for different activities: physical, mental, social.

Clubs

Reward systems

Celebration of success

Recognise achievements and interests outside of school

Friends resilience programme

Quiet spaces

Lunchtime Nurture club

Hot Chocolate Club for transition in to school in the mornings

[Fantastic Fred Experience NHS](#) Good Mental Health Matters resource

See also Appendix 1

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined on our website on our FLO page: <https://www.whitstable-endowed.kent.sch.uk/school-flo/> or by contacting our FLO and SENCo.

We will display relevant sources of support 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 pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with Janine Hewitt, Rachael Parker or Ellen Taylor our Mental Health and Emotional Wellbeing team.

Possible warning signs 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

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil 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 pupil's emotional and physical safety rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively see KCSIE 2021.

All disclosures should be recorded in writing and held on the pupil's confidential file. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Janine Hewitt who will provide and store the record appropriately and offer support and advice about next steps. Janine Hewitt would make any school referrals to CYPMHS.

Confidentiality

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

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

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead, Ellen Taylor, must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

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 to talk to, and how to go about this, 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 information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other.

In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil 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 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

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 in order to enable them to keep pupils safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.²

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

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 Ellen Taylor, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Staff mental Health and Wellbeing

The mental health and wellbeing of all staff is equally as important to us. Support is provided if requested and agencies can be signposted. Access to counselling is given to staff and time for appointments or compassionate leave is given at the Headteacher's discretion.

Staff Wellbeing is supported through:

A pleasant environment in which to work

Wellbeing time

Wednesday buddies

² www.minded.org.uk [accessed 02/02/18].

The Church of England Education Office

Tea and coffee provided

Spacious staff room

Courtyard space

Induction programme

Out of Hours care free for staff children if working

Staff social events

Catering on INSET days

Parent's evening tea/snack

Staff Fitness/Yoga club, weekly

Running group

1:1 wellbeing meetings

Reading area

See also Appendix 1

Staff are not expected to read or answer emails before 8am and after 6pm on a working day or at weekends or holidays.

Meetings are held if there is an agenda and staff meetings are kept to a maximum of 1 hour.

Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in May 2026.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Janine Hewitt, our mental health lead via phone 01227 273630 or email senco@whitstable-endowed.kent.sch.uk.

This policy will always be immediately updated to reflect personnel changes.

Appendix 1

Wellbeing at The Endowed

Staff

- Free tea and coffee
 - Birthday cards for staff
 - Well-being days
 - Appraisals
 - Keep fit/Yoga club
 - Residential trip (staff able to go)
 - End of term Meal /get together
 - Two day off (twilight)
 - School courtyard (reflection time)
 - Staff participating in inter house Competitions
 - Weekly staff meetings (all welcome)
 - Head teacher (open door policy)
 - Personal issues (HT sympathetic to medical appointments)
 - Regular meetings / in-house training
 - Vicar's assembly (all staff welcome)
 - WhatsApp communication groups
 - Space-Staff room/courtyard
 - Staff children are allowed to attend the Breakfast & Afterschool Club free of charge if they choose
 - 'Thank you' gifts for staff when they have arranged a special event/play/etc.
- #### Medical
- medical room
 - allergy lists
 - poster highlighting children with serious medical needs
 - school calpol
 - whole staff training
 - first Aiders
 - ice packs

Interventions

- Growth mind-set
- Lego workshop
- Sensory circuits
- Yoga
- 'Golden' child
- Endowed dash
- Speech and language strategies
- Phonics
- Sign post parents outside agencies
- Cygnet groups
- Parenting group (managing children's behaviour)
- Social skills
- LIFT-Specialist Teaching and Learning Service support
- Educational PsychologistSchool
- counsellor
- Speech and Language Therapist

Pupil's wellbeing

- Verbal recognition
- Safe spaces
- Meet and greet
- Emotional 5 point scale
- Social stories
- Visual cues/visual timetable
- Celebration assembly
- Class exhibition
- Check –in
- Open door policy FLO (parent and children)
- Time –out cards
- Fruit tuck shop
- Inter house sports/ red nose day/times table rock stars
- Sports Day
- House mascots
- Raffle tickets/ house points to promote self esteem
- Certificates
- Reward charts
- Welfare meetings (HT.SENCO.FLO)

The Church of England Education Office

- Agents of change
- Ambassadors/Head Boy/Head Girl
- Newsletter / F.B/Website
- Weekly meditation/ 'girly' chats
- Here and Now counselling service (KC Hunnisett)
- Fund Raising Team (Film afternoon. Disco. Summer fayre. Xmas shopping day. Chocolate tombola. Raffle.
- Celebrate community (RNLI. Porchlight. Dogs Trust)
- Days out (curriculum based)
- Pizza Express visit
- Year 6 residential
- Displays-celebrating work
- Entrance display
- 'Let Your Light Shine' week
- Science and Art weeks
- Pantomime trip to Marlowe
- Visual Canteen Menu displayed in canteen and office
- Mindful colouring
- Candle Time/Worship
- Playground
- Lunchtime activities
- Music lessons- 1:1
- Brain breaks
- Quiet area in playground
- Playtime equipment
- After school clubs
- 1:1 chat time with FLO
- Hot Chocolate Club for morning transition
- Lunchtime Nurture Club
- Librarians