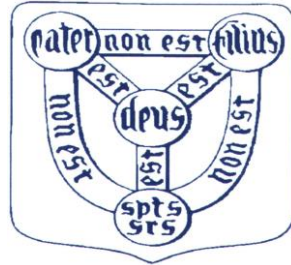


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

MENTAL HEALTH AND WELLBEING 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 Organization)

Nurturing good health and positive wellbeing is a key facet of holistic education and helps everyone to flourish. In our school we aim to build 'roots and foundation in love' (Ephesians 3:17-18). Our Christian vision 'Inspiring Hearts and Minds', shapes all we do and is embedded in our ethos, our policies and our curriculum.

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.

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 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 Supporting Children at School with Medical Needs 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
- 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:

- Judith Terrell (Headteacher) - Designated Safeguarding Lead
- Jo Harris (Assistant SENCo) – ELSA (Emotional Literacy Support Assistant)
- Kirsty Ashdown (School Administrator) – Lead First Aider

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Headteacher and Assistant SENCo 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 (Senior Teacher in the absence of the Headteacher). If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the Lead First Aider and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the SEN Team or the Child's GP. Information about CAMHS is provided in Appendix I. Referral criteria are available by telephone (01865 902515). Information for parents/carers can be found at www.oxfordhealth.nhs.uk/camhs/carers

Individual Care Plans

For pupils causing concern or who receive a diagnosis pertaining to their mental health, an individual care plan may be necessary. This should involve 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 content of lessons will be adapted for the specific needs of each cohort 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 use guidance such as 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.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

See: Appendix 2a: ELSA Involvement Process

See Appendix 2b: Family Links Information

Services for children and young people are listed at
www.oxfordhealth.nhs.uk/services/directory/children-services

Childline may be contacted on 0800 1111 and www.childline.org.uk

We display relevant sources of support in communal areas such as the Staffroom and on external community noticeboards and will highlight age-appropriate 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 the Headteacher and SEN 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

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)

- 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 Appendix 3: Handling disclosure from a child.

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 Headteacher and SEN Team who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If staff feel it is necessary to pass their concerns about a pupil on, then the staff member should discuss it with the pupil:

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

Staff should not share information about a pupil without first telling them, although 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 the Headteacher or SEN Team as this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil. It also ensures continuity of care in our absence and provides an extra source of ideas and support. Staff should explain this to the pupil and discuss with them why it is appropriate and helpful to share this information with another member of staff.

Parents should be informed if there are concerns about their child's mental health and wellbeing.

If a pupil gives the school a reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead (Headteacher) must be informed immediately.

Working with Parents

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

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen in school?
- 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. Staff should be accepting of this (within reason) and give the parent time to reflect.

Staff should always highlight further sources of information and give the family 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 is being shared. 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. Meetings should conclude with an agreed next step and a brief record of the discussion held on file.

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 the school 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
- Share ideas about how parents can support positive mental health in their children through our parent/teacher meetings and SEN consultations
- 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 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

Supporting Staff

Working in a school can sometimes be tough. Staff often have to juggle multiple tasks and demands which can impact negatively on our wellbeing. In our school we aim to take good care of our staff both emotionally and practically to help them to perform to the best of their ability and to ensure that they are better able to support our pupils. The Christian ethos and sense of community is central to the life of our school and through this we endeavour for staff to feel valued and supported. Modelling good work practices and self-care, offering time for spiritual development through Collective Worship, stillness and reflection, communicating clearly to staff (particularly around any changes) and providing regular opportunities to discuss any thoughts or concerns on staff wellbeing is part of the school's holistic approach to ensuring positive wellbeing. See Appendix 4: Support for staff wellbeing.

Supporting Parents

Staff should be aware that parents/carers may have or have had difficulties with their own mental health which is likely to have affected the whole family and some pupils may have taken on a young carer role for a parent or sibling. It is important that staff receiving any information from parents/carers in relation to their own mental health are non-judgemental and respect confidentiality.

School staff are able to provide information about agencies that are able to offer support and can help parents with Early Help Assessments and engage with Team Around the Family (TAF) meetings.

Further information is available via the following link: [Get help for your symptoms - NHS | | |](#)

Training

As a minimum, all staff will receive 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.

Websites such as MindEd 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 the school's appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Written by: Judith Terrell

Date written: January 2024

Review Date: January 2027

Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Signed Headteacher

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

Appendix I PCAMHS - A guide for children

PCAMHS aims to work with children and young people at the earliest opportunity to help promote emotional wellbeing.

Contact details:

PCAMHS c/o Orchard Health Centre,
Cope Road, North Banbury
Oxon, OX16 2EZ
Tel: 01865 904 903

PCAMHS c/o The Clockhouse, 22-26 Ock
Street, South Abingdon
Oxon, OX14 5SW
Tel: 01865 904 899

PCAMHS Boundary Brook House,
Churchill Drive, Headington
Oxford City, OX3 7LQ
Tel: 01865 902 637

PCAMHS Unit 5 Des Roches Square,
Witney
West Oxon, OX28 4BE
Tel: 01865 904 450

Helping us make our service better

If you have any advice or tips to help us make our service better please telephone 0845 219 1486.



Contact us

Oxford Health NHS Foundation Trust
Trust Headquarters
Warneford Hospital
Warneford Lane
Headington
Oxford, OX3 7JX

Switchboard: 01865 901 000
Email: enquiries@oxfordhealth.nhs.uk
Website: www.oxfordhealth.nhs.uk

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Oxford Health 
NHS Foundation Trust



PCAMHS

A guide for children, young people and families

What to expect from PCAMHS:

- Your first meeting will last an hour.
- Meetings are arranged in community settings or at home between 9.00am and 5.00pm and may require your child / young person to be absent from school to attend.
- Written notes may be taken during each session.
- During the meeting, a plan is made together about ways we can help you.
- If appropriate we offer further sessions (max 6) or suggest other options.



What to expect after the first meeting:

- We help with ways to manage the things that are making life difficult.
- It is important that the intervention is relevant and helpful so we will spend time at the beginning of each session, thinking together what we would like to do, as it is likely that we will all have ideas or thoughts that have occurred between sessions.
- We aim to build on strengths and skills that are working already.

What happens next:

At the end of our sessions we will make a plan together for you to keep and to help you carry on using the strengths or skills that we have worked on.

As standard practice, we inform the referrer and GP of our involvement with your child and family.

Cancellations:

Cancellation within 24 hours of an appointment will be counted as a missed session.

Appendix 2a - The ELSA referral process



ELSA Request for Involvement Process

Concerned member of staff completes 'Request for ELSA Support'

Form



Form is passed to ELSA line manager



ELSA meets with line manager to prioritise and agree next
piece of work



ELSA/line manager meet with the concerned member of staff and
agree helpful outcomes for ELSA intervention.



ELSA links with parents



ELSA plans sessions



Sessions take place



Work is evaluated and communicated to young person, parents and
member of staff raising concern.

Appendix 2b - Family Links Information



FAMILY LINKS
The Centre for Emotional Health

AT HOME AT SCHOOL AT WORK



Our programmes and resources provide a universal framework for good mental and emotional health at home, at school and at work.

At Home	At School	At Work
Enhances the emotional health of parents and children from 0-19	Whole school framework for developing an emotionally healthy learning community	Develops and enables emotional health assets for all employees to thrive
Promotes parent infant / child / teenager relationship	Supports the building of responsive relationships	Improves relationships at work, supporting collaboration and innovation
Improves social and emotional development of children	Promotes mental and emotional health of staff, pupils and parents	Enhances communication skills
Enhances the couple relationship	Improves whole school community motivation for learning	Reduces stress and improves employee wellbeing
	Supports parental engagement	Supports parents in the workplace

Research Evaluation Quality

HRH The Duchess of Cambridge visited a school in Oxford to see Family Links work in action.

"It is pretty unusual and absolutely fantastic to have this ingrained approach with the whole school involved"

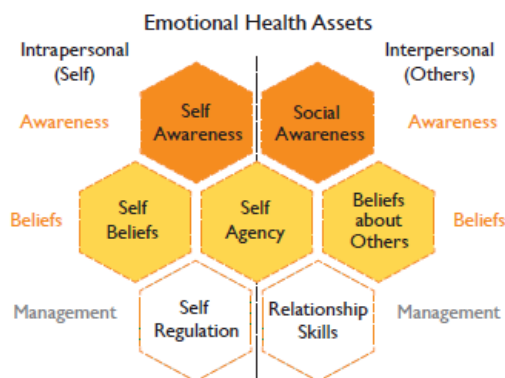
"As a mum myself I think it is very important to share emotions"

"I have not seen this type of holistic approach working before"



Photo: Charlotte Kinn 2018

EMOTIONAL HEALTH – WHAT IT IS AND WHY IT MATTERS



© Family Links – The Centre for Emotional Health 2018

Emotional health at age 16 (is) a stronger predictor of mental health and life chances at age 30 than either demographic or socio-economic factors.

Goodman, A., Joshi, H., Nasim, B. & Tyler, C. (2015) Social and emotional skills in childhood and their long-term effects on adult life

"By far the most important predictor of adult life-satisfaction is emotional health, both in childhood and subsequently"

R. Layard, R. A. E. Clark, F. Cornaglia, N. Powdthavee and J. Vernoit (2014) 'What Predicts a Successful Life? A Life-course Model of Well-being'. Economic Journal 124: F720-738

Our work is based on the Nurturing Programme, a cognitive relational model that thinks about behaviour in the context of feelings and relationships. Based on over 23 years of delivery, research and development, it develops the emotional health of individuals in the home, at school and at work, and enhances the relationships between them.

AT HOME

"We have used behaviour management programmes before, but unlike Family Links' Nurturing Programmes, they do not focus on emotional regulation and wellbeing, which is paramount to changing behaviour." EVE REMINGTON – PRACTICE LEAD, TARGETED EARLY HELP, BRADFORD.

Working with Families with Complex Needs	Working One-to-One with Parents	Parenting, Culture and Religion	Understanding Teenagers	<p>Welcome to the World</p> <p>Welcome to the World is an 8-week programme for expectant parents that improves attachment, parental wellbeing and the couple relationship</p>
				<p>Parenting Puzzle Workshops</p> <p>A 4-week programme for parents of under 4s that promotes attachment, play, empathy and introduces practical strategies for positive, constructive relationships and calm, confident parenting</p>
				<p>10-week Nurturing Programme</p> <p>The 10-week parent groups empower parents to build positive relationships, encourage co-operative behaviour, and develop resilience, empathy and self-esteem in themselves and their children</p>
				<p>Talking Teens</p> <p>The 4 sessions for parents of teenagers include the science of teenage brain development and strategies for maintaining boundaries, motivating and supporting young people</p>

AT SCHOOL

"We have been avid Family Links supporters for six years and have trained four parent group leaders. Hundreds of our parents have done the Nurturing Programme. It supports our parents to take a consistent approach aligned with our approach in school and it has helped many of our parents to build their own confidence."

ED VAINKER EXECUTIVE HEADTEACHER, REACH ACADEMY

"We continue to invest in Family Links, because quite simply it works. It creates an arena where it is safe to learn" HEAD TEACHER

Whole School Framework

We work in partnership with schools to create an emotionally healthy culture for the whole school community: parents, staff and pupils. In consultation with SLTs we offer a variety of training sessions and resources for all staff, which can include the Nurturing Programme for parents as well as a Circle Time curriculum for primary aged children

Practical Strategies for developing an Emotionally Healthy Learning Environment

Training is delivered in an interactive, workshop style and explores strategies to create an emotionally healthy and resilient classroom learning environment. This enables trusting relationships to be built, challenging behaviour to be managed, pupil's self-regulation skills to be developed and to enable staff and young people to feel safe, supported and ready to learn

Continuing Professional Development:

Workshops can include: Staff Wellbeing, Delivering RSE, Feelings Drive Behaviours, Working Successfully with Parents, Promoting Good Emotional and Mental Health in School, Managing Challenging Behaviours and more

Understanding Teenagers in School

This training day looks at adolescent brain development and its effect on behaviour. It includes ideas and strategies for school staff to maintain boundaries, motivate and support young people in an emotionally healthy context

Initial Teacher Education
E-Learning Module for Staff – Mental and Emotional Health in Schools

AT WORK

"Taking this short amount of time to reflect well, and with the support of a clear framework, has given us the opportunity to begin to transform our organisation into the one we really want to be" SENIOR LEADER

We provide practical, interactive workshops, enabling managers and their teams to embed an emotionally healthy culture across the workplace. Our expertise in working with parents means we are able to provide workshops for parents to enhance their family relationships and reduce difficulties that may impact on them and their work.

Parenting Sessions
Full or Half-day Workshops
Webinars

What we help you to do

- Build effective and healthy relationships at work
- Manage stress and conflict individually and as a team
- Increase motivation, engagement, retention and wellbeing
- Support parents at work with strategies for managing family and work life















How we work with you

- Consult with you to hear your strengths, concerns and identify your training needs
- Deliver practical interactive workshops, presentations and webinars
- Evaluate to identify the impact of the training and any further needs

The benefits

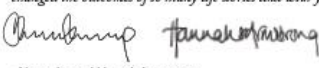
- Reduce emotional and mental health problems
- Increase employee engagement and productivity
- Create a culture where your team thrives
- Support employee retention
- Reduce absenteeism

OVERVIEW

-  Over 14,000 parents and 31,000 children reached annually
-  215,000 parents and 423,000 children reached since Family Links was founded
-  1,500 mothers and fathers attended Islamic Values parent groups
-  Over 1,600 practitioners trained to deliver Talking Teens parent groups, working with over 11,000 parents
-  6,500 parents have attended a Welcome to the World antenatal programme since 2015
-  Over 19,000 practitioners trained since 1997
-  We have worked in 12 male and female prisons throughout the UK
-  35,000 parents followed the online course offered in partnership with Netmums
-  So far we've worked with over 15,400 school staff
-  Lead partner in the Fair Education Alliance
-  We are working with teaching staff in Madrassas (Islamic schools)
-  Member of the steering group of The Partnership for Wellbeing & Mental Health in schools
-  Online module – Mental and Emotional Health at School: Effective Strategies and Support
-  We train sports coaches to help them to support emotional health for young people



"To our minds, Family Links – the Centre for Emotional Health, does some of the most important work in the charity sector. It rolls up its sleeves and gets stuck in at the most fundamental level. By showing children and adults not just how to cope with life, but how to enjoy it and how to share its challenges with others, it kick starts so many other benefits that ripple out to the wider community. Most charities are there to help mop up after disaster, Family Links doesn't even allow disaster to get its toe in the door. It has changed the outcomes of so many life stories and with your help can continue to do so."


Alexander and Hannah Armstrong
Family Links Patrons

info@familylinks.org.uk
www.familylinks.org.uk
Tel: 01865 401800
Reg charity no 1062514

Appendix 3 - Handling Disclosure from a Child

GUIDANCE ON HANDLING A DISCLOSURE FROM A CHILD

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase.

Receive:

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.

Accept what is being said without judgement.

Take it seriously.

Reassure:

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.

Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.

Tell the child that you will need to tell some people, but only those whose job it is to protect children.

Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions.

Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions.

Do ask open questions like "Is there anything else that you want to tell me?"

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English.

Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.

Refer directly to the named child protection officer or designated person in your organisation (as set out in the organisation's child protection policy).

Do not discuss the case with anyone outside the child protection team.

Record:

Make some very brief notes at the time and write them up in detail as soon as possible.

Do not destroy your original notes in case they are required by Court.

Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.

Record statements and observable things, not your interpretations or assumptions – keep it factual.

Appendix 4 - Support for Staff Wellbeing:

www.annafreud.org – 10 steps towards supporting school staff wellbeing

www.educationsupport.org – UK charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools.

www.pam-assist.com – occupational health service for staff working in Oxfordshire schools