


# Pupil Mental Health Policy

OAK HILL CE PRIMARY SCHOOL



*'Jesus said, 'I have come that you may have life in all its fullness'  
(John 10:10)*

**FAITH – VALUES – ACTION**

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<b>Signed by:</b>		Victoria Leather, Chair of Governors

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### **1. Policy statement**

At our school....

- 1 We value the core foundations of faith and community
1. We nurture and support each other as curious, brave and kind individuals
2. We inspire a lifelong love of varied learning and experience.

At Oak Hill CE Primary School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and with effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. We are a Thrive School and its approach is central to our identity as a school. We want our children to be emotionally resilient and better placed to engage with life and learning. We provide an environment where everyone feels safe to be curious and brave in his or her learning and experiences.

As a school community, we are conscious that our lives may not always be made up of positive experiences and that life will be full of different experiences. We seek to

develop our communities' resilience to deal with those experiences and we are proud to be a Thrive school. We want our children to be emotionally resilient and better placed to engage with life and learning.

## **2. Scope**

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school.
- To give a clear step-by-step pathway to follow if support is required for a pupil.
- 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**

The aims of this policy is to:

- Promote positive mental health and wellbeing across the whole school
- 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 of 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. Definition of mental health and wellbeing**

We use the World Health Organisation's definition of mental health and wellbeing "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".

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

## 5. 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](#)

## 6. Roles and responsibilities

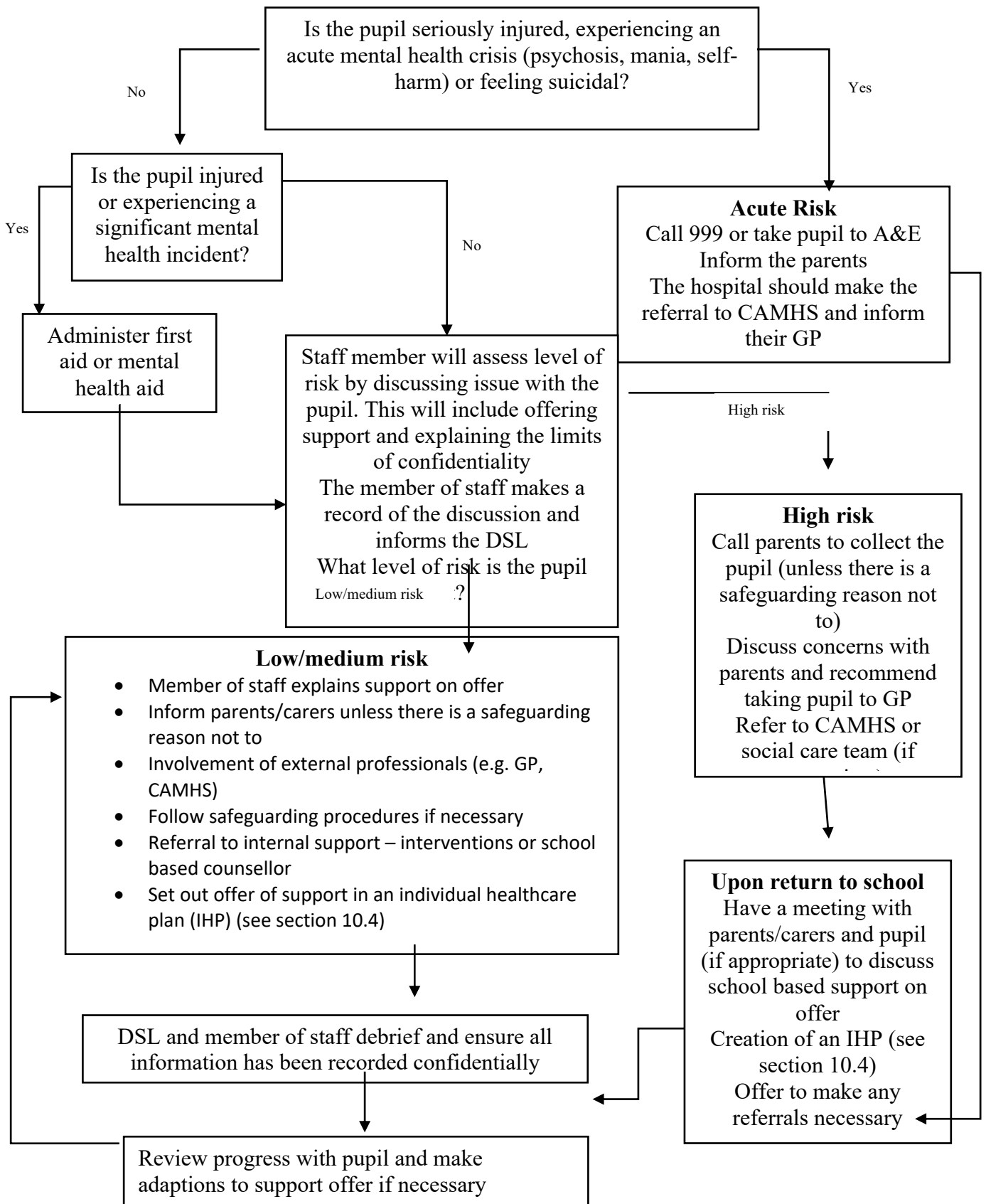
All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Mr Greaves (designated safeguarding lead (DSL) and Mrs Edwards (mental health lead).

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

Role	Name	Email
Headteacher	Mr Greaves	<a href="mailto:head@oakhill.gloucs.sch.uk">head@oakhill.gloucs.sch.uk</a>
Designated Safeguarding Lead (DSL)	Mr Greaves	<a href="mailto:head@oakhill.gloucs.sch.uk">head@oakhill.gloucs.sch.uk</a>
Deputy Safeguarding Lead (DDSL)	Mrs Edwards	<a href="mailto:jedwards@oakhill.gloucs.sch.uk">jedwards@oakhill.gloucs.sch.uk</a>

	Mr Avars	<a href="mailto:javards@oakhill.gloucs.sch.uk">javards@oakhill.gloucs.sch.uk</a>
Mental Health Lead	Mrs Edwards	<a href="mailto:jedwards@oakhill.gloucs.sch.uk">jedwards@oakhill.gloucs.sch.uk</a>
Special Educational Needs Co-Coordinator	Miss Attwood	<a href="mailto:jattwood@oakhill.gloucs.sch.uk">jattwood@oakhill.gloucs.sch.uk</a>
Mental Health First Aider	Mrs Edwards Mrs Chilton	<a href="mailto:jedwards@oakhill.gloucs.sch.uk">jedwards@oakhill.gloucs.sch.uk</a> <a href="mailto:cchilton@oakhill.gloucs.sch.uk">cchilton@oakhill.gloucs.sch.uk</a>

## 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 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 policy and pass on all concerns to the designated safeguarding lead (Mr Greaves) and the mental health lead (Mrs Edwards). All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## **9. Confidentiality**

Staff should not promise a pupil that they would 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 at least one appropriate colleague. This will usually be the DSL and the mental health lead (if the disclosure relates to mental health and wellbeing). 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 with a third party, 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 child protection and safeguarding policies 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 the mental health lead.
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 chosen elected member of staff.
6. The mental health lead 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 (see appendix 1 for list of local and national organisations)**

### **10.1 Baseline support for all pupils**

- As part of the school'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 during assemblies, PSHE and mental health awareness week.
- Signposting all pupils to sources of online support on school noticeboards and on the school website.
- Having open class discussions about mental health during lessons.
- Providing pupils with avenues to provide feedback on any elements of the school that are negatively affecting their mental health.



- Monitoring of all pupils' mental health through assessments and questionnaires
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing.
- Offer pastoral support through the thrive approach within the school.
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Worry box/monster
  - Circle time
  - Teacher lead discussions

### **10.2 Assessing what further support is required.**

If a pupil is identified as having a mental health need, the Head teacher (Mr Greaves) and the mental health lead (Mrs Edwards) will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline 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 school includes:

- Nurture groups
- Individual and group thrive sessions
- Reduced timetable
- Time out passes
- Mental health first aid support

### **10.4 Individual healthcare plans (IHPs)**

A pupil will be offered an individual healthcare plan (IHP) **Section 100 Children and Families Act 2014** places a statutory duty on governing bodies of maintained schools, academies and pupil referral units to make arrangements at school to support pupils with medical conditions. A child's mental and physical health should be properly supported in school, so that the pupil can play a full and active role in school life, remain healthy and achieve their academic potential. Individual healthcare plans provide clarity about what needs to be done, when and by whom, in

order to support a child's medical condition. An individual healthcare plan might be appropriate if a medical condition:

- is long-term and complex;
- fluctuates;
- is a recurring condition; or
- there is a high risk that emergency intervention will be required.

Based on medical evidence and consultation with the parents and health care professionals, a decision should be taken on whether a healthcare plan is a proportionate response to the child's medical condition. The head teacher takes the final decision as to whether an individual healthcare plan is suitable.

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

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- 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 Individual responsibilities

### Headteachers are responsible for:

- Overseeing the development of the plan
- Making sure all staff who need to know about the plan are aware of it
- Making sure that staff are insured to support pupils with their medical needs
- Making sure there are enough trained staff available to implement the plan, including in contingency and emergency situation.
- **Parents are responsible for:**
  - Telling the school what exactly their child's medical needs are
  - Updating the school if things change
  - Carrying out actions they have agreed to do (e.g. providing medicines and equipment or ensuring they or another nominated adult are contactable at all times)
- **Pupils should:**
  - Be involved in the discussion and contribute to the plan
  - Explain how their condition affects them
  - Follow the process set out in the plan

The Department for Education – Supporting pupils at school with medical conditions (December 2015) statutory guidelines can be found:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf)

Form templates of the forms to use please visit:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## **10.6 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 pediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services.

## **11. Supporting and collaborating with parents and carers** (see Appendix 1 for list of local and national organisations)

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
- 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 (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

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
- Signposting to sources of external support

### **13. Signposting (see appendix 1 for list of local and national organisations).**

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The mental health lead or the mental health first aiders will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

The school will spread awareness of mental health by:

- Having a mental health and wellbeing noticeboard
- Informing parents and pupils of different mental health conditions and support available via the website and weekly newsletter.
- Using mental health awareness week and other mental health awareness days and events to provide information and be available to provide support.

## **14. Whole school approach to promoting mental health awareness**

### **14.1 Mental health is taught in PSHE**

We will follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe
- Help to avoid stigma around mental health issues

At Oak Hill CE School, we follow the SCARF whole-school approach within PSHE lessons. This approach promoting positive behaviour, mental health, wellbeing, resilience and achievement.

For more information, the SCARF website can be accessed via: (<https://www.coramlifeeducation.org.uk/scarf> )

### **14.2 Creating a positive atmosphere around mental health**

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma

- Encouraging pupils to disclose when they think their mental health is deteriorating
- Providing individually tailored Thrive sessions to those pupils that require extra support for mental health and emotional wellbeing.

### **15. Training**

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- 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
- Understand and are kept up to date with any changes in policies or mental health and wellbeing strategy.

### **16. Support for staff**

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

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Be non-judgmental
- Support staff experiencing poor mental health themselves (see Staff mental Health and wellbeing policy)
- Create a pleasant and supportive work environment

### **17. Monitoring arrangements**

This policy will be reviewed by mental health lead every 2 years. At every review, the policy will be approved by the governing board.

## Appendix 1

### Mental health and wellbeing support available for Children and young people in Gloucestershire and nationally.

Organisation	Information	Contact number
TIC+  TIC+chat	Provide anonymous chat face-to-face and online counselling services for young people, parents and families across Gloucestershire. You can self-refer for this service.  Is an anonymous safe confidential 1-2-1 live message chat support service for young people aged 9-21 living in the county.	<a href="https://www.ticplus.org.uk/">https://www.ticplus.org.uk/</a>  Call: 01594 372777  Text: 07520 634063
Young Gloucestershire (YG)	This is a countywide charity that supports young people who are facing very difficult times; whether this be disruptive home life, caring for family member or coping with a mental health issue/	<a href="http://www.youngglos.org.uk">www.youngglos.org.uk</a>  Call: 01452 501008
Chat Health	This service is for 11 to 19 year olds. It is a confidential messaging service for young people to get in touch with a healthcare professional for advice and support on physical and mental health issues.	Text:07507 333351 Available Monday – Friday from 9am – 4.30pm.
Gloucestershire Self Harm Helpline	A safe, supportive non-judgmental and informative service for people of all ages who self-harm, their friends or families or carers.	<a href="https://www.gloucestershireselfharm.org/">https://www.gloucestershireselfharm.org/</a> Call: 0808 816 0606 Text: 07537 410 022
Children and Young People's Mental Health Services (CYPMHS)  Children and Adolescent Mental Health Services (CAMHS)	Offer a specialist mental health service for children and young people (and their families) up to their 18 <sup>th</sup> birthday, who are experiencing moderate to severe mental health difficulties  Provides a range of options so children and young people can access early help	<a href="https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/">https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/</a>  01452 894300 (Monday to Friday, 9am – 5pm)

	<p>support and advice.</p> <p>The first step to getting help is usually that you will be referred from an assessment. This referral can come from parent/carer, teacher, GP or yourself if you are old enough (depending on where you live).</p>	
Gloucestershire Crisis Team	<p>If you or someone you know needs help in a mental health crisis, call our crisis teams. The teams work with those aged from 11 upwards.</p> <p>If calls are from or about children under 11, telephone advice and support will be given however, our crisis teams cannot provide home treatment to this age group.</p>	<p><a href="https://www.ghc.nhs.uk/crisis/">https://www.ghc.nhs.uk/crisis/</a></p> <p>Call: 0800 169 0398</p> <p>If there is immediate danger call: 999</p>
Winston's Wish	<p>National Childhood bereavement charity, which provides practical and emotional support for children and young people and those who care for them after the death of a parent or sibling.</p>	<p><a href="https://www.winstonswish.org/">https://www.winstonswish.org/</a></p> <p>Call: 08088 020 021 – Monday-Friday 9am-5pm</p> <p>Winston's Wish crisis Messenger – free 24 hours a day, 7 days a week, text WW to 85258</p>
The Samaritans	<p>Are available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts.</p>	<p><a href="https://www.samaritans.org/">https://www.samaritans.org/</a></p> <p>Call: 116 123</p> <p>Email: <a href="mailto:jo@samaritans.org">jo@samaritans.org</a></p>
Young Minds	<p>YoungMinds are a mental health charity for children, young people and their parents, making sure all young people can get the mental health support they need. They empower parents and adults who work with young people, to be the best support they can be to the young people in their lives. And we give young people the space and confidence to get their voices</p>	<p><a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a></p>

	heard and change the world we live in.	
Childline	If you're under 19 you can confidentially call, chat online or email about any problem big or small.	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a> Opening times: 24/7 Call: <u>0800 11 11</u>