**TARPORLEY CE PRIMARY SCHOOL**

**Let Your Light Shine (Matthew 5)**

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

**Mental Health & Wellbeing Policy**

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**Tarporley Church of England Primary School**

**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.

**OUR VISION & VALUES**

 **‘Let Your Light Shine’** *(Matthew 5)*

*Learning within a Christian Heritage, since 1849*

With Christian values at our core, we nurture a love of learning and inspire everyone to let their light shine. Our school community centres on the needs of our children who are encouraged to be the best they can be in all aspects of school life and to embrace opportunities as their journey continues.

**At Tarporley CE Primary we aim to:**

1. Create an enjoyable, safe and nurturing ethos that allows all individuals to develop spiritually, morally and socially.
2. Promote caring, sensitive and inclusive attitudes where individuals feel confident, secure, valued and respected by others.
3. Provide a broad and balanced curriculum which challenges, celebrates and develops the potential of each child.
4. Create a stimulating environment, which encourages enthusiasm for lifelong learning and promotes an expectation of high standards.
5. Develop a successful and lasting partnership between home, school, the Church and the wider community.

**OUR PRINCIPLES - At Tarporley Church of England Primary School are that we:**

* Keep the child at the heart of everything we do
* Value and respect everyone and everything
* Demonstrate a positive approach
* Work as a team
* Embrace challenges and opportunities

We pride ourselves on being a welcoming and friendly Church school that holds our Christian Values at the heart of everything we do. These are:

**LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS,  JOY & CELEBRATION**

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.

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 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 across the school community
* 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

This policy is underpinned by our ‘BOOKS’ approach:

* Demonstrate BRAVERY
* Be OUTWARD-FACING
* Create memorable OPPORTUNITIES
* Provide KNOWLEDGE AND SKILLS
* Nurture SPIRITUALITY

**Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Kerry Forrester - Designated Child Protection / Safeguarding Officer
Kerry Forrester / Rachel Sims / Kerry Griffiths- Mental Health and Emotional Wellbeing Lead
Rachel Sims - Lead First Aider
Rev Jim Bridgman - Pastoral Lead
Helen Maddocks - CPD Lead
Kerry Forrester - PSHE 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 Child Protection Office staff or the head teacher. 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 referral to CAMHS is appropriate, this will be led and managed by Kerry Forrester Mental Health Lead. Chester CAMHS 01244393200

**Individual 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 for all children**

At our school we:

* help children to understand their emotions and feelings better
* help children feel comfortable sharing any concerns or worries
* promote self esteem and ensure children know that they count
* encourage children to be confident and “dare to be different”
* encourage and promote a Growth Mindset
* help children to develop emotional resilience and to manage setbacks

The skills, knowledge and understanding needed by our pupils are included in daily classroom practise and also supported by three key whole-school strands: The Children’s Emotional Management Programme, **Growth Mindset** approach and No Outsiders resources.

We also have specific ELSA Emotional Literacy Support Assistants, who work with individual children as appropriate and also provide information and support to staff.

**Growth Mindset**

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' has become a key priority for the school and we are determined to embed its ideas within our school ethos.

To promote a growth mindset:

* We are not afraid of making mistakes – we can learn from them
* We never give up – perseverance is the key if we are to succeed
* We learn from each other
* We challenge ourselves and take risk
* We remember that our brains are making new connections and growing all the time

**Signposting**

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

We will display relevant sources of support in communal areas and toiletsand 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 Kerry Forrester our Mental Health and Emotional Wellbeing Lead.

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 secretively
* 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 speak to the Mental Health Leads.

All disclosures should be recorded on to CPOMs. 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 one of the mental health leads, who will provide 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 we feel 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 Leads 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 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 Safeguarding Designated Lead or Deputy Lead must be informed immediately.

**Working with Parents –** Specific individual areas of need.

When 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:

* Provide information about the Emotional Management Programme for Children through attendance at a parent workshop or via the school website and school comms. Children’s wellbeing is also a part of annual parents’ evening discussions.
* 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 get 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 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. Teaching staff and TAs will be trained about the skills included in the Emotional Management Programme for Children.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.[[1]](#footnote-1) <https://www.minded.org.uk/> 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 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 Helen Maddocks our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

 **Policy Review**

This policy will be reviewed every 3 years as a minimum.

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 Kerry Forrester our mental health lead face to face or via email head@tarporleyce.cheshire.sch.uk

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

February 2024

1. [www.minded.org.uk](http://www.minded.org.uk) [accessed 02/02/18]. [↑](#footnote-ref-1)