



Saint Pierre School

16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

Mental Health and Emotional Wellbeing Policy

| Policy Owner (Position) | Last Updated By (Name) | Date of Last Review | Date Next Review Due |
|--|---------------------------|--------------------------------|--------------------------------|
| Headmaster | Peter Lane | 1 st September 2024 | 1 st September 2025 |
| Read in Conjunction with: Promoting Positive Behavior Policy | | | |

Mental Health and Emotional Wellbeing Policy

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1.0 Policy statement

At Saint Pierre, 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 through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2.0 Scope

This policy is a guide to all staff – including non-teaching and the proprietor – outlining Saint Pierre School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- DSL
- Headteacher
- Mental Health First Aider (Certificated)
- Mental Health Lead (Certificated)

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the DSL.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, an Individual Care Plan should be drawn up.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

6.0 Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum. Our mental health lead has also implemented a programme called Flourish which takes place during one early morning period in the week.

Our mental health lead and PSHE coordinator will prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

7.0 Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school and through our communication channels we will share and display relevant information about local and national support services and events.

The aim of this is to ensure pupils understand:

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

8.0 Sources or support at school and in the local community

School Based Support

At Saint Pierre we take a whole school approach to promoting positive mental health, one that aims to help pupils use their own voice with confidence and trust. We understand that world we live in, and complex 'home' life situations, can impose a range of challenges for our young people. As a staff our aim and consistent approach, is to ensure that our pupils feel safe and are aware of support systems and resources available and how to access them. We understand the importance of providing a 'safe space' for parents and people within our school community to gain knowledge, access resources and support our school ethos.

At Saint Pierre our consistent, everyday approach to positive Mental and Physical Health and Wellbeing is formed with a range of specific programmes, and linked to whole school activities, and traditions that take place throughout the academic year. The rewards system at Saint Pierre ensures an inclusive celebration for all, recognising and highlighting endearing character traits, achievements, and progress.

1, Flourish Programme: The flourish Programme is designed to create awareness of and encourage participation in the five categories that have been proven to support and acquire positive Mental Health, Physical Health and Wellbeing.

- Mental and Emotional Wellbeing: Focusing on positive/negative relationships. Motivation. Managing emotions. Hidden 'disabilities'.
- Environment and Culture: Focusing on the World Around Us and British Values.
- Physical Activity and Movement: Focusing on 'Healthy Habits' the Daily Mile, Personal interests in sport and movement.
- Fulfilment and Purpose: Hobbies/Interests/ Philanthropy/ Ambition.
- Food and Nutrition: Food and Mood. Healthy Choices.

Resources available to support these themes continuously evolve and are available on the school website, promoted during lessons and are visible on school/classroom displays.

Who is it suitable for?

The Flourish programme is designed and accessible for learners in Early Years, KS1 and KS2. The programme is inclusive for all learners, with tasks and themes differentiated when required.

The programme is designed to be informative for staff and inclusive for parents, all people in the school community.

Parents and Families: The concept of including parents and families in the education, promotion and awareness of Mental Health, Physical Health and Wellbeing is an important element of the flourish programme. We understand the value in utilising a variety of ways to engage the whole school community and to address and provide support regarding important and sensitive issues.

How is it accessed

Flourish Lessons are taught every week on a Monday morning during form time. The lessons are currently designed to support 15 minutes of engagement. Activities range from class discussion, individual reflection, and think pair share activities.

Flourish Assemblies take place every 2 weeks (generally twice per month). Assemblies give an opportunity for the whole school to engage in reflection time of themes learned during form time and to secure a deeper understanding and awareness of themes and resources available.

Lessons are published for staff in the Flourish Folder on the School Onedrive System.

Flourish Themes and resources are published on the School Website

Communication regarding Flourish themes is shared with parents every half term via email.

Pupils take their Flourish folders home each half term with a series of relevant questions that they are required to complete with their family.

Each term the flourish folder is taken home and parents and families are encouraged to complete a family task that is set. This is designed to encourage positive communication; help raise important questions and awareness and to support a consistent approach and sense of community.

How is further information communicated to pupils

Flourish display in a main area of the school (either corridor or main hall) which is changed each term relating to theme.

Flourish ringbound folder in each classroom available for all pupils to browse previous themes and gain a 'private ' access to resources and services available.

Staff Mental Health Champions photos displayed in school.

What is it:

2.Mental Health Champions (This is a programme to start in April 2024)

Mrs Oberholzer (Art Teacher and.....), Ms Hoffman (DSL and Assistant Headteacher), Mrs Read (Deputy Head Teacher: Curriculum Coordinator), Miss Christian (SENCO and class teacher), Mr Holland (sports specialist and class teacher).

Pupils:

Who is it for?

Pupil Mental Health Ambassadors from KS1 and KS2

How is it accessed

Half termly inset for pupils and staff regarding current and upcoming themes.

Pupil Mental Health Ambassadors to present in assemblies and teach in classrooms (virtual and physical lesson opportunities).

Other programmes with strong mental health elements include: Jass, Anti-Bullying Ambassadors, our awards system,

Local Support

In our area, there are a range of organisations and groups offering support, including the Southend Learning Network's "Children's Emotional Wellbeing and Mental Health" who work closely with schools. Contact details:

[Children's Emotional Wellbeing and Mental Health | Southend Learning Network](#)

Call EWMHS: 0800 953 0222.

Email: nelft-ewmhs.referrals@nhs.net

Visit: www.nelft.nhs.uk/services-ewmhs

If you need urgent help or out of hours advice call the NELFT out of hours switchboard: 0300 555 1000

Staff Support

All employees and their families are enrolled in the "Health Assured Programme". This is an Employee Assistance Programme (EAP), containing a suite of employee benefit programmes intended to help employees deal with personal problems that might adversely impact their work performance, health and/or wellbeing. This includes advice, assessment, short-term counselling and referral services for employees and their immediate family - wherever they are in the world. Also:

- A 24/7, 365 helplines, with calls answered by experienced in-house counsellors, legal and financial specialists
- Our My Healthy Advantage smartphone app and online personalised wellbeing content, including videos, webinars, mini health checks and health coaching

9.0 Warning Signs

Staff may become aware of warning signs which indicate a student 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 alert (insert name of mental health first aider).

Possible warning signs, which all staff should be aware of 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

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous support, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We strive for timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Southend Educational Services (SLN) and other agencies services to follow various protocols including assessment and referral;
- Discussing options for tackling these problems with the child and their parents/carers.
- Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions according to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the DSL.

12.0 Confidentiality

If the Headteacher feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will usually be first discussed with the pupil. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as pupils who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents/carers must always be informed unless the headteacher concludes that in doing so the pupil may be in danger of harm. If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student 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

15.0 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 to enable them to keep pupils safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

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.

Suggestions for individual, group or whole school CPD should be discussed with *the DSL* (Ms. Hoffman gemma.hoffman@saintpiereschool.co.uk) who can also highlight sources of relevant training and support for individuals as needed.