



PRIMROSE HILL PRIMARY SCHOOL

Mental Health & Wellbeing Policy

Name of school: Primrose Hill Primary School

Date of policy publication: December 2021

Original Author/s of policy: Sara El-Ghaly
Lead Governor: David Dobson

Date of last review: September 2022 Date of next review: September 2023

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
Sept '22	GB	Details for mental health lead	1.9.2022

The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings.

Mental health is a state of well-being in which every individual realizes 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 Organisation)

Mental Health and Well-Being Lead:	Karen Mackey & Candice Jones
Mental Health and Well-Being Lead Governor:	David Dobson
Safeguarding Leads	Lee Ashton (Headteacher)
	Sue Doolan
	Nathalie Marshall
SENCO	Sharon Franks
	Helen Clarke
Looked After Children Lead	Nathalie Marshall (Deputy Headteacher)

The school intends to develop its current systems for Mental Health and Well-Being, through the implementation of a whole school strategy led by the Mental Health and Well-Being Leads, in conjunction with the Well-Being Award for School (WAS). The school intends to promote mental health as part of a whole school strategy, through:

- Improving the emotional wellbeing of our staff and pupils
- Ensuring mental health issues are quickly, identified and appropriate support provided
- Offering provision and interventions that matches the needs of our students and staff
- Engaging the whole-school community in the importance of mental health awareness
- Capturing the views of parents, carers, students and staff on issues surrounding Mental Health and Well-Being

In addition to promoting positive mental health, Primrose Hill Primary aims to recognise and respond to mental ill health. Research suggests, in an average classroom three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

*Any member of staff who is concerned about the mental health or wellbeing of a student should speak to one of the SENCO Team or SLT in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures must be followed with an immediate referral to the Designated Safeguarding Lead (DSL)- **Mr Lee Ashton, Miss Sue Doolan or Nathalie Marshall**. If the student presents a medical emergency then the normal procedures for medical emergencies must be followed, including alerting first aid staff and contacting the emergency services if necessary*

CONTEXT AND RATIONALE

Emotional health and wellbeing promote school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Helping pupils and staff develop skills linked to resilience, which promotes well-being, confidence

and motivation.

- Ensuring legal, ethical and curricular obligations are met
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AIMS

- Resilient and motivated pupils and staff
- Pupils who are more engaged in the learning process
- Improved attainment in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning

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 subject curriculum and are embedded in the school's ethos.

We will follow the Jigsaw PSHE Curriculum, to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, which is supported by explicit directives, aimed at promoting Mental Health and Well-being, through being aware of, and discussing our feelings.

BEHAVIOUR AND ATTENDANCE

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school through the SMART council
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- No instances of bullying
- Motivated pupils who want to be in school as they feel secure and safe emotionally

STAFF CONFIDENCE AND DEVELOPMENT

- Improved morale
 - Lower absenteeism
 - Positive and effective relationships with pupils
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What works well at Primrose Hill Primary:

The school promotes and provides a range of services to pupils/staff & parents:

- Our own child mental health counsellor -Sue Doolan
- Parental Engagement Lead- Karen Mackey (EYFS teacher)
- School council to act as ambassadors for other pupils
- Pastoral TAs who are also first aid and paediatric first aid trained
- Co-ordinated support from a range of external organisations: SEND/Safeguarding/PCSO/Church/Health/Police/Fire services/Art Therapists
- Rigorous PSHE Curriculum
- Highly trained school adept at early identification of signs and appropriate actions to take
- Emotions Gremlins interventions to develop social and emotional skills

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Cyber Bullying initiatives led by Jon Samuels (ICT Lead)
- High profile of anti-bullying procedures and policy through child and adult produced posters, assemblies and events such as national anti-bullying week and using PSHE/SMSC programmes in school
- Engaging with the Anti-Bullying ambassador programme, led by the Diana Award Trust

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- School Council launched which gives every child a voice
- Involving pupil voice in subject appraisals
- Allocating a school council budget
- Opportunities in assemblies

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires regularly collated
- Specific Parental Engagement Lead allocated and working closely with parents.
- Regular consultation about change and development through questionnaires and special meetings
- Parents evenings
- Drama performances and music events in the community
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Parental Engagement events within class whereby children interact with their parents within class

- Regular updates through the forum Dojo
- Involvement in trips and excursions

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising the context of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships through the teaching of the 6Rs across the school.

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral learning support, teaching assistants and other agencies where appropriate.
- An exciting and varied range of extra-curricular events and trips-some external and some involving visitors to school
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity

The school enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes PSHE
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council
- An emphasis on praise and reward through dojo, assemblies and points accumulation
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

The school enhances staff motivation, learning and professional development through:

- Whole school training events, including Safeguarding on a regular basis
- Open door policy to liaise with the Headteacher regarding any concerns or comments
- Access to appropriate external training
- Involving all staff in decision making
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities

Monitoring/Review

- The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy and meet regularly with the Mental Health Lead and the WAS award Change team. This has direct links to other school policies such as: (this is not an exhaustive list). This is also stated on the school website as all policies are informed by this one.
- Behaviour Policy
- Attendance Policy
- Safeguarding Policy
- Code of Conduct Policy
- Absence Policy
- Staff Induction Policy
- Equality Policy
- Curriculum Policy

By the end of Primary School:

- Understand mental well-being is a normal part of daily life
 - Know how to recognise and talk about their emotions
 - Develop resilience
 - Be aware of the benefits of physical exercise
 - Simple self-care techniques
 - Discussing isolation and loneliness
 - Understand how to deal with bullying, including cyberbullying
 - To eradicate the stigma attached to mental ill health and to reinforce support is available.
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TYPES OF MENTAL HEALTH ISSUES

Self-Harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support includes:

www.selfharm.co.uk/National

www.nshn.co.uk/

Books:

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support includes:

www.mind.org.uk/about-us/what-we-do/depression-alliance/

Books:

- Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support include:

www.anxietyuk.org.uk

Books:

- Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

Suicidal Feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support include:

www.papyrus-uk.org

www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/

Books:

- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

- Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

Eating Problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support includes:

www.b-eat.co.uk/about-eating-disorders

Books:

- Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks

Links to Useful Websites linked to Mental Health and Well-Being

Parenting or caring for a child or young person can be tough. It's important to make sure you look after your own mental wellbeing, as this will help you support yourself and those you care about.

Young Minds has lots of support for parents, including a helpline and guidance around parenting with a mental illness

<https://www.youngminds.org.uk/parent>

<https://www.youngminds.org.uk/parent/a-z-guide/parental-mental-illness>

Mind has information and suggestions on how to manage parenting with a mental health problem.

<https://www.mind.org.uk/information-support/tips-for-everyday-living/parenting-with-a-mental-health-problem/parenting-and-mental-health/>

Scope has advice on managing stress when caring for a disabled child.

<https://www.scope.org.uk/advice-and-support/manage-stress-caring-for-disabled-child/>

Get support

If you're concerned about a child or young person's mental health, you can get free, confidential advice via phone, email or webchat from the Young Minds Parents Helpline.

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat>

Action for Children has lots of tips to help you spot signs of mental health issues in children and advice on the action you can take to help.

<https://www.actionforchildren.org.uk/our-work-and-impact/children-and-families/good-mental-health/>

Barnardo's has also set up the See, Hear, Respond support hub – a dedicated service to help children, young people and their families or carers with problems caused by the coronavirus outbreak.

<https://www.barnardos.org.uk/barnardos-covid-19-support-hub>

Experiencing the loss of a friend or loved one can be extremely difficult. The Childhood Bereavement Network has information and links to national and local organisations you or the child you look after might find helpful.

Any professional that works with children and young people should be able to help you get support. You could talk to a teacher, school nurse, social worker or GP.

You can find more information about NHS children and young people's mental health services (CYPMHS) on the NHS website. You can also look at your local Clinical Commissioning Group website, and most services also have their own website with information about access, referrals (including whether you can "self-refer") and contact details – try searching in your area for "CYPMHS" or "CAMHS" (children and adolescent mental health services, an older term used for some CYPMHS).

<https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhs-services/children-young-people-mental-health-services-cypmhs/>

If you are worried about a child or young person who has or may have an eating disorder, check if your local Children and Young People's Community Eating Disorder Team accepts self-referrals and contact them as soon as possible. You can also speak to your GP. Beat has lots more useful advice for children, young people and adults.

<https://www.beateatingdisorders.org.uk/>

If you look after a child that has additional needs, Mencap, the Mental Health Foundation and the National Autistic Society all have excellent resources and support for parents or carers of children with learning disabilities or autism.

<https://www.mencap.org.uk/advice-and-support/children-and-young-people/support-parents-and-carers-children-and-young-people>

<https://www.mentalhealth.org.uk/blog/ten-tips-parents-child-learning-disability>

<https://www.autism.org.uk/>

Do not hesitate to get urgent support if you think either you or your child needs it.