Chestnuts
PRIMARY SCHOOL

Chestnuts Primary School
Mental Health and Wellbeing Policy
Sept 25 to Sept 26

At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.

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Publication on website:

School website

A	Statutory publication
B	Good practice
C	Not required

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Mental Health and Wellbeing Policy

At Chestnuts school, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help, at times, to cope with them. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play and want to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

Policy Aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

• Help children to understand their emotions and experiences better.
• Ensure our students feel comfortable sharing any concerns and worries.
• Help children to form and maintain relationships.
• Encourage children to be confident and help to promote their self-esteem.
• Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

• Promoting positive mental health and emotional wellbeing in all students and staff.
• Celebrating both academic and non-academic achievements.
• Promoting our school values and encouraging a sense of belonging and community.
• Providing opportunities to develop a sense of worth and to reflect.
• Promoting our students' voices and giving them the opportunity to participate in decision making.

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• Celebrating each student for who they are and making every student feel valued and respected.
• Adopting a whole school approach to mental health and providing support to any student that needs it.
• Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
• Enabling staff to respond to early warning signs of mental ill health in students.
• Supporting staff who are struggling with their mental health.

Key Staff Members

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

• Senior Mental Health Lead and Designated Safeguarding Lead – Miss Lauren Seagrave.
• Learning Mentor – Mrs Margaret Ledster.
• SENCo – Mrs Rachel Graham.
• DSENCo – Miss Ailsa Simms.
• Headteacher and Designated Safeguarding Officer – Miss Becky Skillings.
• Deputy Head and Designated Safeguarding Officer – Mrs Katie Robins.
• Assistant Head, Behaviour and Attendance Lead and Designated Safeguarding Officer – Miss Lauren Seagrave
- Deputy Designated Safeguarding Lead – Miss Jessica Welman.
- Deputy Designated Safeguarding Lead – Mrs Carly Stephenson.

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to Lauren Seagrave, Jessica Welman or Carly Stephenson. If a child presents a mental health emergency, then relevant procedures will be followed, including involving the emergency services or other agencies if appropriate.

Teaching about Mental Health

Our PSHE curriculum is taught through the Jigsaw Approach - The mindful approach to PSHE. Jigsaw covers personal development, social skills and health education

with a strong emphasis on emotional wellbeing and mental health. Each lesson provides a Calm Me time which has a focus on mindfulness. We will regularly review our PSHE curriculum and Jigsaw lesson content and delivery to ensure that it meets the aims outlined in this policy. We will also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well. The Senior Mental Health Lead works closely with The Mental Health Support Team and will arrange periodic Mental Health training for staff.

Support at School and the Local Community

We have a range of support available in school for any students struggling such as our Learning Mentor, wellbeing provisions and specific interventions. Intervention groups are usually as arranged by our SENCo, Learning Mentor or class Teachers, for both individual pupils and groups of pupils. These can include circle time or similar peer discussion and support activities, therapeutic activities like mindfulness sessions, and pupil wellbeing groups. The Senior Mental Health Lead will also make referrals to The Mental Health Support Team, as appropriate for individual or group work. There are also a lot of support networks available for children in the local community, for example, Child and Adolescent Mental Health Services (CAMHS). Our Senior Mental Health Lead is available to support parents or carers who may want help, support or more information about these.

As a school we will take part in local and national initiatives that support the mental health and wellbeing of staff, pupils and parents, for example raising awareness of Children's Mental Health week and Mental Health Awareness.

Signposting

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. Our Senior Mental Health Lead will offer guidance on various types of relevant support. This includes how to access these both inside and outside of school hours.

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Senior Mental Health Lead or Designated Safeguarding Officers as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer as a hiding mechanism or no coat in freezing weather as a lack of self-care.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding

Policy. Our Designated Safeguarding Leads will take the appropriate action and steps from any disclosure to ensure the safety and wellbeing of our students, parents and staff.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, then this will first be discussed with them if it is appropriate and in the best interests of the child.
They may be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it is necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk or where there are safeguarding concerns. Protecting a student's safety is our main priority so we would share disclosures with appropriate agencies if we judged a child to be at risk.

Whole School Approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

Working with parents and carers

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.

• Ensure that parents are aware of who to talk to if they have any concerns about their child.
• Give parents guidance about how they can support their child's/children's positive mental health.
• Ensure this policy is easily accessible to parents.
• Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Working with Agencies and other partners

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This might include liaising with;

• The School Nursing Team.
• MASH (Multi Agency Safeguarding Hub).
• Paediatricians.
• CAMHS (Child and Adolescent Mental Health Services).
• The Mental Health Support Team.
• Counselling services.
• Social Workers.
• Children and Family Practice Workers.
• Therapists.
• Family Support Workers.
• Key Workers.
• Behavioural Support Workers.

Supporting peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support. We may provide support in a one-to-one or group settings. These sessions will usually be guided by the student with our Learning Mentor, but they may also discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

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Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will consider additional training opportunities for staff, and we will support additional CPD throughout the year, where it becomes appropriate. We will also complete training, as necessary, if there are further needs or requirements due to developing situations with pupils or staff.

Policy review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy change.