



LOVELACE PRIMARY SCHOOL Wellbeing and Mental Health Policy

Approved by the Governing Body on 22nd March 2023
Heather Jones - Chair of Governors Rob Meakin Headteacher
Next review – Three years on from agreement - March 2026
Signed copies are in the school office

This policy is written in line with the requirements of:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy also has due regard to the school's policies including, but not limited to, the following:

- Safeguarding policy
- SEND policy
- Behaviour policy
- Supporting children with medical conditions policy
- Equality policy

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)

At Lovelace, we aim to promote positive mental health for every member of our staff and children. As part of our 'Learning Together, Succeeding Together' vision we work on the three stands of 'Smarter, Healthier, Happier' as a constant and ongoing focus of all we do in school. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. 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 children affected both directly and indirectly by mental ill health.

The Policy aims to:

- Promote positive mental health in all staff and children
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to children suffering mental ill health and their peers and parents or carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant role include:

- Mrs Siddle - Designated Safeguarding Lead (DSL)
- Mrs Hopkins, Mrs Price, Mr Sedgwick, Mr Meakin, Mrs Miller – Deputy Designated Safeguarding Leads



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- Mrs Hurford - Mental Health Lead (Mrs Price will take the lead from March 2023 for a year whilst Mrs Hurford is on maternity leave)
- Mrs Hurford – Special Educational Needs Co-ordinator (SENCo) for EYFS and Key Stage 1
- Mrs Price - Special Educational Needs Co-ordinator (SENCo) for Key Stage 2
- Mrs Miller – Family Liaison Officer/ Emotional Literacy Support Assistant
- Miss Cooper - Lead first aider
- Mr Sedgwick - CPD lead
- Mrs Wedmaier / Mrs. Ayling - PSHE co-ordinators

We also have a team of trained staff Youth Mental Health First Aiders in our school who are able to listen to and support children who have worries, concerns or feeling low but maybe not sure why. These adults have resources to support these children and know what to do if things need to be escalated and more support is required from outside agencies.

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the class teacher in the first instance and then to the mental health lead. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead, the head teacher or the designated governor. If the child 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 Child and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by either Mrs Hurford or Mrs Price. These referrals could be placed to support the child in a possible assessment around their needs, or for possible therapy by a trained professional to help the child.

Parents are also able to self-refer to CAMHS for their child. More information can be found here:
<https://www.swlsg.nhs.uk/our-services/find-a-service/service/kingston-camhs-spa>

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum where we use the Jigsaw programme and comprehensive resources. However, we also believe that wellbeing is taught and discussed through every aspect of the curriculum and of school life.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We encourage a positive wellbeing environment through:

- A clear ethos and culture that supports respect to everyone
- Commitment to supporting children's and adult's needs
- Providing training and knowledge for staff to support children
- Understanding of where to get help and possible routes for referrals
- Clear links and guidance when working with other professional agencies
- Identifying and supporting individual children with additional needs eg. Special Educational Needs and Disabilities (SEND), Safeguarding, Looked After Child, Young Carer, medical conditions etc.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined at the end of this policy.

We will display relevant sources of support in communal areas around school and will regularly highlight sources of support to children within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of children help-seeking by ensuring children understand:



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- 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 child 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 Mrs Hurford, our Mental Health Lead (Mrs Price from March 2023 for one year, whilst Mrs Hurford is on maternity leave).

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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

Managing disclosures

A child 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 child 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 child's emotional and physical safety rather than of exploring 'Why?'.

All disclosures will be managed following our Safeguarding Policy where any staff member can record a concern or a child's concern and then the Safeguarding Team will review this and take the appropriate action.

This information should be shared with the Mental Health Lead who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a child on, then we should discuss with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them



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It is always advisable to share disclosures with a colleague, usually the Mental Health Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the child, it ensures continuity of care in our absence; and it provides an extra source of ideas and support.

Parents should always be informed if support has been given in school and have the opportunity to discuss their own concerns. Further meetings in school may be helpful to discuss how to move forward to support their child and who will be involved.

If a child gives us reason to believe that there may be underlying safeguarding issue, parents may not be informed depending on the disclosure, but the safeguarding team must be informed immediately.

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:

- Highlight sources of information and support about common mental health issues on our school website, through our newsletters and through messages sent out on Weduc
- Ensure that all parents are aware of who to talk to, and how to go 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 events/ workshops
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Mental Health Support Team (MHST)

Lovelace Primary is very fortunate to be involved in the Mental Health Trailblazer project and be able to access the Mental Health Support Team through Achieving for Children. The team involves various professionals who are able to work with the children and/ or parents around anxiety, low mood and challenging behaviour. This work could be working with the child individually or within a small group, working with the parents on a 1:1 basis through a block of supportive sessions or through whole class workshops.

Referrals can be made to the MHST through Mrs Hurford or Mrs Price or parents can self-refer by completing a short form and returning this to Mrs Hurford or Mrs Price. The MHST will triage this referral and contact the parent/ carer for a telephone assessment and then consider what is the best course of action to support either the child or the family. The MHST can also refer to CAMHS, with parent consent, if this was felt to be the best action after a period of involvement from the MHST.

Supporting staff

We recognise that working in a school can at times be stressful due to pressures either from inside school or from outside in a personal capacity. This means that staff may feel that they need some support for themselves. They should speak to their line manager if they are able to around their difficulties or stress or be able to seek support from outside professional agencies as a self-referral. A list of resources and support can be found displayed in the staffroom and on the school computer system for all staff to be able to access.

There may also need to be a meeting around the sources of work-related stress and form a plan to support that member of staff. The Royal Borough of Kingston provides help and advice through services such as Occupational Health, Counselling etc.



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Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular annual safeguarding training to enable them to keep students safe. The [MindEd learning portal](#)¹ provides free online training suitable for staff wishing to know more about a specific issue.

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 to developing situations with one or more students.

¹ www.minded.org.uk



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Young person is identified as needing support for Mental Health & Emotional Wellbeing

Notify the Mental Health Lead or Inclusion team

Single Point of Access

Call SPA on

020 8547 5008
https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa

Other Support

Voluntary Community Support

School Support

SEN Support

ELSA

PSHE

Mental Health First Aid Champions

Mental Health First Aider (Alison Miller)

Staff Development

Parent Workshops

Mental Health Support Team

Universal Pathway

Whole school intervention e.g. Raising Awareness of mental health, Mental Health Ambassador's Training & Parent Workshops/ presentations

Targeted Pathway

Resilience Group

Low Mood Group

Anxiety Group

Transition to secondary Group

Individual Pathway

Assessment

Screening

MHST Intervention

Step up to EHS / Tier 3 CAMHS

Guided self-help Anxiety

Guided self-help Low Mood

Creative

Achieving for Children Local Offer

List of organisations and charities

https://krafcinfo.org.uk/local_offer/