



Durham and Newcastle Diocesan Learning Trust

Company Number 10847279

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Children's Mental Health and Wellbeing Policy

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

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Policy Statement

Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community (World Health Organization). In our school our Christian vision shapes all we do. It is our mission to:

- Create a safe, happy and caring learning environment, where everyone is welcomed and valued as a unique individual within the eyes of God and each other.
- Provide a broad, balanced and meaningful curriculum which offers all pupils the widest range of educational opportunities in order to inspire a love of learning and prepare them for the next phase in their education and life in modern Britain.
- Create an “I can do” culture and raise individual self- esteem through praise and independence so children are not afraid to make mistakes and become confident, active learners
- Encourage pupils to develop spiritually, mentally, physically, culturally and morally into well balanced, reliable citizens who take responsibility for themselves, their school, the local environment and the wider world.
- Ensure that equal opportunities are provided for all and all forms of discrimination are challenged.
- Work in effective partnerships with governors, families, feeder schools and other agencies, to ensure that every child matters and achieves their true potential.
- Commit to excellence for all and through the process of continual reflection and evaluation, constantly strive to improve.

In addition to this, we aim to promote positive mental health for every member of our staff and pupils. 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 St. John’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff, including non-teaching staff and academy councillors. 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 pupils.
- Increase understanding and awareness of common mental health issues.
- 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.

Lead Members of Staff

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

Marco Ramsay: Designated Safeguarding Lead
Senior Mental Health Lead

Melissa Baker: Deputy Designated Safeguarding Lead
Home School Worker
THRIVE Lead, Bereavement Counselling.

Duncan Goldsbrough: SENDCO

Paula Lambert: PSHE/RSHE Lead

Alison Penteney: ELSA Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Senior 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 DSL or the DDSL. 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 Children and Young People's Services (CYPS) is appropriate, this will be led and managed by Marco Ramsay or Melissa Baker.

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

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 developmental [RSHE and PSHE curriculum](#). The specific content of lessons is outlined in the DNDLT Programme of Study for RSHE. It will be adapted to the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

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 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 Marco Ramsay or Melissa Baker.

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 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 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?'

All disclosures should be recorded in writing on CPOMS and held on the pupil's confidential file. 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 the mental health lead, 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 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 Senior Mental Health Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil. It also 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 DSL must be informed immediately.

Working with Parents/Carers

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents/carers 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 / carers, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents/carers 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/carer 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/carers 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 / carers 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/Carers

We believe that the families of our pupils play a key role in influencing children and young people's emotional health and wellbeing. 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 / carers we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Open door policy across school to come and discuss any concerns or worries parents/carers may have regarding their children, themselves or their families.
- Ensure that parents/ carers are welcomed, included and work in partnership with school and other agencies.
- Ensure that all parents / carers are provided with opportunities where they can ask for help if needed and 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/carers.
- Share ideas about how parents / carers can support positive mental health in their children through our regular information evenings.
- Keep parents / carers informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Ensure that strengths and difficulties are recognised, acknowledged and challenged appropriately.
- Parent questionnaires which will include questions around their child's emotional health and wellbeing. We value and respond to their opinions.

Targeted Support and Appropriate Referral

As part of our overall approach to promoting positive mental health, we are aware that for some young people, more specific support will be helpful to enable improved mental health.

- We will provide specific help for those children most at risk (or already showing signs) of social and emotional problems.
- We will provide a range of evidence-based interventions in school, according to the child's needs. These include ELSA, Thrive, Bereavement Counselling, Mental Health First Aid and Mindfulness.

We are committed to working and having strong links with external agencies to provide access to information and more targeted support when required for children with emotional and wellbeing issues. These include CAMHS, MHST's (Mental Health Support Teams), O-19 Public Health Nursing Emotional Health and Wellbeing Service, Daisy Chain and the Educational Psychologist.

Pupil Voice

We aim to ensure that all pupils have the opportunity to express their views and influence decisions. We believe that by involving pupils in decisions that impact on them, this can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives. We want our pupils to have a voice, and gain belief in their own capabilities and develop emotional resilience, making healthy lifestyle choices. They will:

- Have opportunities to participate in activities that encourage belonging.
- Have opportunities to participate in decision making and have their opinions sought and valued.
- Have opportunities to celebrate academic and non – academic achievements.
- Have their unique talents and abilities identified, developed and supported where possible.
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Have opportunities to reflect.
- Have access to appropriate support that meets their needs.
- Be surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

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 safeguarding training in order to enable them to keep pupils safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health.

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 the wellbeing lead 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. It is next due for review in **September 2025**.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis, in line with updated guidance.

Name:		DOB:		Date of plan:	
Teacher:		Year Group:		Review date:	

Any medical needs:

What is the Presenting Problem?

Environments and Triggers:

Prevention:

Actions and Support:

Success Criteria:

Plan agreed by:

Name..... Signature:

Name..... Signature:

Name..... Signature:

Name..... Signature:

Name..... Signature:

Notification required for:

Parents/Carers ☐ School ☐ Ed.Psych. ☐