

Frogmore Infant School

Pupil mental health and wellbeing policy

1. Aims

At Frogmore Infant School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- › Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- › Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- › Support staff to identify and respond to early warning signs of mental health issues
- › Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

2. Legislation and guidance

This policy was written with regard to:

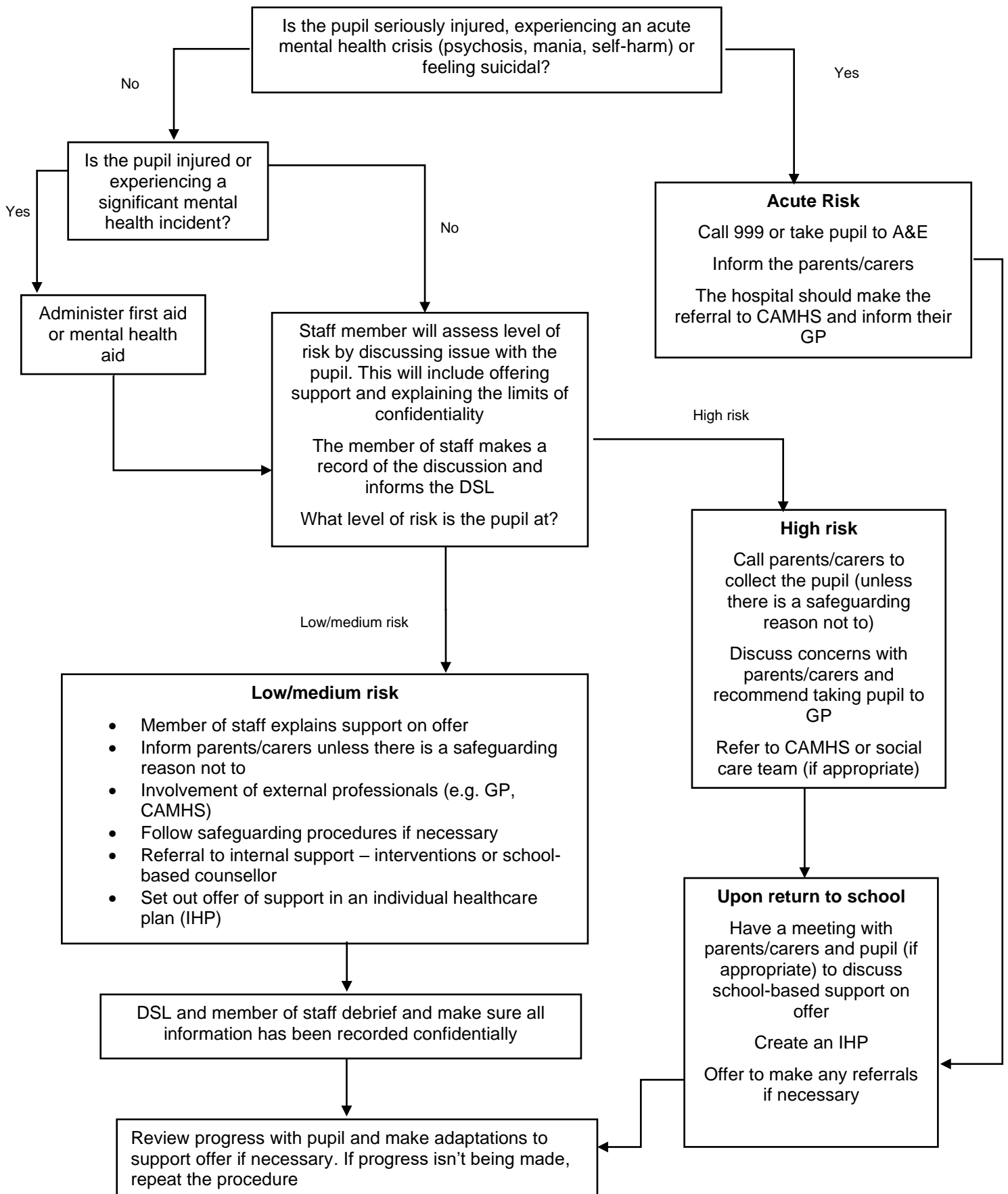
- › [The Equality Act 2010](#)
- › [The Data Protection Act 2018](#)
- › Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL)/mental health lead, Jill King].

The Headteacher leads on mental health and wellbeing in school.

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/mental health lead. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/mental health lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection policy will be followed.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with Mrs King
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL/mental health lead will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE lessons
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support

- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Circle time

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the headteacher will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes emotional support, reduced timetable in line with government guidelines.

8.4 Individual healthcare plans (IHPs)

The school may, in consultation with the parents/carers and healthcare professionals, agree that an Individual Healthcare Plan (IHP) is appropriate. IHPs are intended to support pupils with physical or mental health conditions to manage those conditions, usually when there is a high risk that emergency intervention will be needed. They lay out what needs to be done, when and by whom, capturing the key information and actions that are required to support the pupil effectively. Not all children with mental health needs will require one. If consensus cannot be reached as to whether an IHP is appropriate and proportionate, the headteacher will make the final decision. IHPs will be reviewed at least annually, or earlier if evidence is presented that the pupils' needs have changed. More information is available in the DfE's 'Supporting pupils at school with medical conditions' guidance.

8.5 Risk Assessments

When there is a high risk of harm to a pupil, their peers or staff as a result of a mental health condition, the school may draw up a risk assessment with involvement from the pupil, parents/carers and relevant health professionals. This will include details of the identified risk(s) and safety measures to manage the risk.

8.6 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers.

10. 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 with the pupil and their parents/carers 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 or saying which may inadvertently cause upset; • warning signs that their friend may need further adult help

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.

11. Signposting

Sources of support are available on our school website, so pupils and parents/carers are aware of how they can get help.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) and use the Happy Minds programme

Pupils are taught to:

- › Develop healthy coping strategies
- › Challenge misconceptions around mental health
- › Understand their own emotional state
- › Keep themselves safe

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- › Discussing mental health with pupils in order to break down stigma
- › Encouraging pupils to disclose when their mental health is deteriorating

13. Training and support for staff

As a minimum, all staff will receive training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

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 pupils.

The MindEd learning portal (www.minded.org.uk) provides free online training suitable for staff wishing to know more about a specific issue.

We recognise that supporting a pupil who is experiencing poor mental health can affect staff's own mental health and wellbeing. To help with this we will ensure that we create a pleasant and supportive work environment, treat all mental health concerns seriously and support staff experiencing poor mental health themselves. An Employee Assistance Programme is available for all staff- call 0800 028 0199

15. Monitoring arrangements

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing board.