



Caversham Preparatory School

Policies and Procedures

716 Positive Mental Health and Well-Being Policy

Positive Mental Health and Well-Being Policy

With Covid-19 Addendum

World Health Organisation

“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.”

Policy Statement

At Caversham Prep we aim to promote positive mental health for all staff and pupils, including those children in the EYFS. We pursue this aim using both whole school approaches and specialised, targeted approaches aimed at vulnerable staff and pupils. The SENDCo keeps Education, Health, and Care Plans (EHC) to support our vulnerable pupils. These plans are kept in the SENDCo File.

We run Mindfulness Clubs, Yoga Clubs and activity/sports/music clubs for relaxation and time to think/not think at the end of a long school day. We have regular circle time and regularly review our Mental Health and Well-Being Strategies.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill-health. By developing and implementing a practical, relevant, and effective mental health policy, we can promote a safe and stable environment for staff and pupils affected both directly, and indirectly by mental ill health issues.

Health and Safety, Safeguarding and Covid-19

This policy is part of our H&S and Safeguarding Programmes to keep our pupils and staff safe. It is also to recognise the short, and longer-term damage to mental well-being that may have affected our pupils and staff during and post Covid-19.

The Policy Aims to Promote Positive Mental Health by:

- Promoting Strong Pupil Voice
- Promoting a positive mental health curriculum in PSHE
- Promoting extra-curricular focus to support positive mental health
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health

The Policy Aims to Support Mental Health and Mental Health Issues by:

- Providing support to staff working with pupils with mental health issues
- Providing support to pupils suffering with mental ill health issues and their peers and parents/carers
- Providing support in the form of Staff Training; Resources; Forums; Quiet Spaces; Buddying; Link Staff; Whole School Objectives; Mental Health Initiatives and Well-Being Days in the school calendar.

Lead Members of Staff

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

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Andrea Hutchison (Acting Head Teacher) - designated safeguarding lead (DSL)

Jacqueline Lawson (Acting Head Teacher and Education Governor)

Kully Gill (Acting Deputy Head Teacher)

Kim Morton-Eadie (DDSL)

Caroline Kidao - SENCo

Kate Foster - Lead First Aider

Reporting

Any member of staff who is concerned about the mental health or well-being of a pupil should speak to the Head Teacher 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.

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.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who have received a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This should include:

- Details of the pupil's condition
- Specific 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

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 PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are 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 follow the PSHE Association Guidance to ensure that we teach mental health and emotional well-being 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 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 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



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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 seeing any of these warning signs should communicate their concerns with the Head Teacher. If a child gives us reason to believe that there may be underlying child protection issues, normal safeguarding protocols will be followed.

Warning signs can 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
- 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
- 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; staff all need to know how to respond appropriately to a disclosure. 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. The 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 (if any)

This information should be shared with the Head Teacher who will 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 it is necessary for us to pass our concerns about a pupil on, then we should discuss this 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 including pupils who are in danger of harm.



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Parents must always be informed unless it is a safeguarding issue. Pupils can be encouraged to tell their parents themselves. If this is the case, the pupils 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.

Working with Parents

Where it is deemed appropriate to inform parents, the Head Teacher must be informed. Before disclosing to parents, we should consider the following questions (on a case-by-case basis).

It can be shocking and upsetting for parents 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 time to reflect.

We should always highlight further sources of information where possible as they will often find it hard to take much in whilst coming to terms with the news that you are sharing.

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 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.

Supporting Parents

In order to support parents, we will:

- Ensure that all parents are 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 sure our mental health policy is easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSCE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a challenging 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 them
- 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



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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 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 developing situations with one or more pupils.

Policy Review

Author: J Lawson using the exemplar policy and guidance written by Dr Pooky Knight Smith who is the Director - Children, Young People and Schools Programme with the Charlie Waller Memorial Trust.

For Further Advice <https://webcontent.ssauk.co.uk/.../CWMT-Mental-Health-Policy-and-Guidance-for-Schools>

Covid-19 Addendum

The school recognises that the challenges we face with lockdown, home-schooling, returning to school and working in a Covid secure environment, in 'bubbles,' has added an extra layer of possible short- and longer-term anxiety to our children, staff and parents.

We will work to develop positive, regular, and manageable strategies to support our children, staff, and parents. This will include accessing support from:

- Regular Pupil Well-Being Surveys
- The PSHE Association
- Heads Together – Mentally Healthy Schools
- Healthy Schools Mark
- Schools Well-Being Association

We will monitor the impact of our support regularly for individuals and groups.



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

None

Quoted Legislation and Guidance

None

Review Schedule

This policy is subject to 2 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Jan 2019	
J Lawson	Sept 2020	Change of DSL and DDSL Updated Formatting, Addition of Covid-19 Addendum
J Lawson	Sept 2022	Acting Heads added Mental Health Initiatives added Well-Being Days in the school calendar Policy Reviewed