

Mental Health Policy

Date Last Reviewed: October 2022
Next Review Date: September 2023
Audience: Open

Related Policies:

- **Medical Policy**
- **SEND policy**
- **Safeguarding and child protection policy**
- **Inclusion policy**
- **Behavioural policy**

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Newnham Junior School

1. Important Contact Numbers

Designated Safeguarding Lead Neil Wilkey 020 3745 6216

Deputy Designated Safeguarding Lead Jenny Lovelock 020 3745 6216

Deputy Designated Safeguarding Lead David Kent 020 3745 6216

Child Protection Governor Arti Bhanderi office@mail.newnhamjun.org.uk

Deputy Child Protection Officer Daniel Singham office@mail.newnhamjun.org.uk

Mental Health Lead David Kent office@mail.newnhamjun.org.uk

Child protection School's advisor Nicole Diamond 07943097366

MASH/Stronger Families Hub 01895 556006

Hillingdon Social Services 01895 556644

Harrow Social Services 020 8736 6955

Virtual Head for looked after children virtualschooladmin@hillingdon.gov.uk

2. Policy Statement

This policy describes the school's approach to promoting mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue, the SEND policy where a student has an identified special educational need and the safeguarding and child protection policy in relation to prompt action and wider concerns about vulnerability and immediate harm.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, their physical and social health and their mental wellbeing as a young adult and into adulthood. The Department for Education recognises that, in order to help their pupils succeed: schools have a vital role to play in supporting them to be resilient and mentally healthy.

"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 Organisation 2014)

Our **overarching school aims** recognise the need for developing an environment where children can meet the definition set out by the World Health Organisation.

Whole School Aims

To create a **happy, safe and caring environment** where creative and enthusiastic teaching imparts a life-long love of learning.

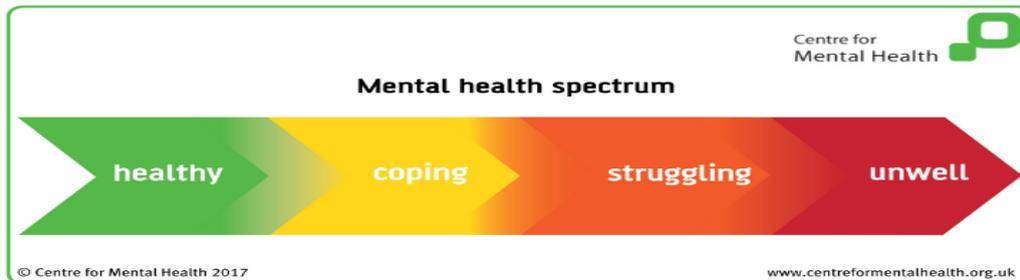
To help children develop a **positive mind-set** and to **meet challenges** with **enthusiasm and resilience**.

To encourage all pupils, irrespective of their social or economic background, to have **high expectations of themselves** and **empower them to aim for the highest achievement**.

To develop a **sense of belonging** within the school community and beyond.

3. Aims and Objectives

At NJS we view mental health in many ways like physical health: everybody has it and we need to take care of it. We aim to promote positive mental health for every child, their parents, carers, families and staff whilst recognising the complete mental health spectrum that includes being mentally unwell.



At any one time, a child or young person may be anywhere on the spectrum between being healthy and unwell. Many children move along the spectrum at different times. Every community is different, and will have different assets and issues. As school planners we need an in-depth knowledge of the needs of the children we serve and the communities we live in, acknowledging that the needs of the children at NJS could be different or greater than those in other schools.

We therefore pursue this aim of meeting the needs of everyone in our school community by using a multitude of approaches (**universal interventions , whole school approaches and specialised-targeted approaches**). In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We recognise as a school that by developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for children affected both directly and indirectly by mental ill health.

NJS aims to increase knowledge, skills and a support network to all stakeholders to increase their awareness of Mental Health and Wellbeing.

Two key elements to support good mental health are:-

- Feeling Good – experiencing positive emotions like happiness, contentment, enjoyment and success. Including feelings like curiosity, creativity, enthusiasm, engagement and safety.
- Functioning Well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

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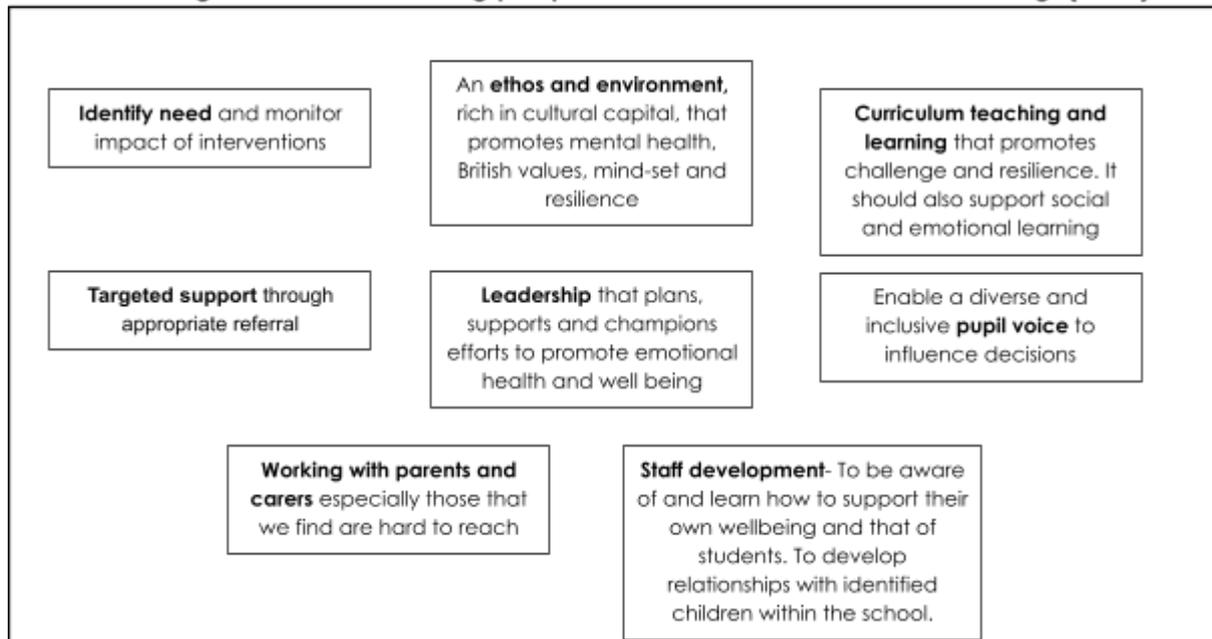
The policy aims to:-

- promote positive mental health through the development of a whole school approach for all pupils. This will be based on the principles taken from Public Health England's document Protecting and Improving the Nation's health and the 8 key principles identified in 'Promoting Children and Young people's Emotional Health and Wellbeing' (2015). Page 6 Fig 1.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

- enable staff to identify and respond to mental health concerns appropriately
- provide a holistic and multi- agency approach that is identified in the children's individual SEND support plans.

Newnham Junior's Whole School Approach- based on 8 key principles identified in 'Promoting Children and Young people's Emotional Health and Wellbeing' (2015).



The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies at Newnham. The Mental health policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing.

The Whole School Approach will focus on creating a socially and emotionally rich environment where key relationships can thrive and children can feel secure in their learning. Children can accumulate knowledge, behaviours, and skills that can be drawn upon and which demonstrates their cultural awareness, knowledge and competence (Cultural capital). It is one of the key ingredients a student will draw

upon to be successful in society, their career and the world of work. Students can draw upon their experiences and support networks.

School based programmes, which are linked to the curriculum, will promote pupil voice through developing independence and choice making decisions.

Staff will have access to training and signposting and also to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity.

Clear identification, impact and outcome measures will feed into school based programmes and the target interventions that will be offered to pupils.

4. Legislative Background and statutory guidance

Key legislation

In England and Wales, 'The Mental Health Act (MHA)' 1983 covers the assessment, treatment and rights of people with a mental health condition. It applies to all children and young people under the age of 18. The Mental Health Act 1983 was amended by the Mental Health Act 2007. This strengthened safeguards for children and young people.

At present, having a standalone Mental Health Policy is not a statutory requirement for schools, however statutory guidance 'Working together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' 2022 place a duty on schools to safeguard and promote the welfare of children.

The statutory guidance for schools in England on relationships, sex and health education also includes guidance on how primary and secondary schools should teach children and young people about mental health and wellbeing (DfE, 2020).

5. Staff roles and responsibilities

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility include:

Designated Safeguarding Officers Neil Wilkey, Jenny Lovelock, David Kent

Child Protection Governor Daniel Singham

Deputy Child Protection Governor Arti Bhandari

Mental Health Governor Jaz Balghan

SENdCO Ms Majhail

Mental Health Lead Mr Kent

Mental Health First Aiders/listening ears Mrs Duncan, Mrs Fuge, Mrs Kemp, Ms Hunjan, Mrs O'Kelly, Mr Kent

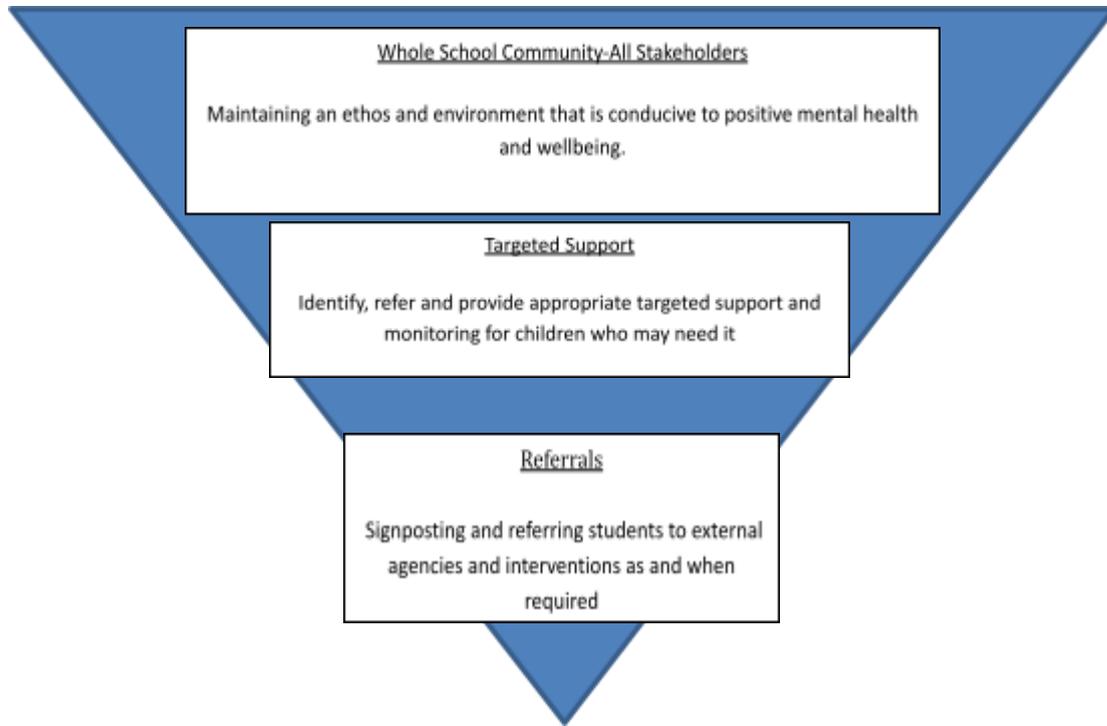
Head of RSE Miss Curtis

Pupil Voice Mr Kent

Medical Welfare Mrs Duncan

6. Whole School approach to Mental Health

We believe that a Whole School systematic approach is better than relying solely on specific intervention.



Approaches at NJS	Example Approaches	Example Intervention
Whole School Approach All stakeholders	Leadership	<ul style="list-style-type: none"> ·Governor review (Curriculum and safeguarding committee) including an annual policy review ·Curriculum, Medical, SEND, Safeguarding and child protection, Inclusion, Behavioural policies ·Identified children reviews in SLT meetings
	Staff development & building relationships	<ul style="list-style-type: none"> ·Staff self-regulation strategies linked to behaviour management, CPD training and staff/business meeting updates. ·Staff training on emotional literacy/Zones of regulation (ZOR) ·Listening ears ·Targeted playground mentoring
	Policy, practice, teaching and learning	<ul style="list-style-type: none"> ·Staff training on emotional literacy/ZOR ·5Rs and Growth Mindset ·RSE curriculum JIGSAW (teaches children and young people emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner)
	Cultural capital	<ul style="list-style-type: none"> ·Playground, peaceful playground, play leaders and targeted playground mentoring ·Clubs, Trips, events, celebrations and visitors
	Engaging with parents	<ul style="list-style-type: none"> ·Parental engagement sessions ·Questionnaires ·SEND support plan meetings
	Pupil identification	<ul style="list-style-type: none"> ·Worry boxes ·Listening ears

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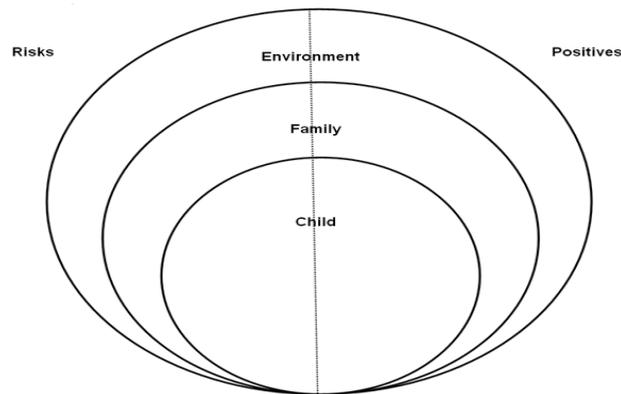
Approaches at NJS	Example Approaches	Example Intervention
	Pupil Voice	<ul style="list-style-type: none"> · Pupil Voice, House captains, sports captains and class reps (School Council) · Meet the Governors · Pupil voice assemblies · Kindness and worry boxes
Targeted support & Referrals May include appropriate referral to CDC, CAMHS, Educational Psychologist, Social Care.	Occupational Therapy	· Weekly physical intervention programme based on sensory processing approaches and self-regulation.
	Zones of regulation	<ul style="list-style-type: none"> · The Zones of Regulation framework teaches students scaffolded skills toward developing an awareness of their feelings and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. · 1:1 or small group sessions focusing on individual wellbeing outcomes. · Personalised differentiated learning opportunities.
	Therapeutic interventions	<ul style="list-style-type: none"> · Lego therapy (Aims to develop social communication skills for autistic children or those children that may struggle socially) · Drawing and talking (suitable for children who have suffered trauma or have underlying emotional difficulties) · Seasons for growth (early intervention grief education programme aimed at helping children through grief, brought about through loss or significant change in their lives)
	Speech and Language	· Treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.
	Multi-agency approach	<ul style="list-style-type: none"> · Pupil EHCP reviews · Virtual School Heads are aware of the information and MH policy of the school for Looked After Children -CAHMS -MASH /Stronger families hub/Family support workers -Social services -GP and other health care professionals -Therapists and Psychologists
	Support plans	· SEND support plans/monitoring

Pupil Identification

Wellbeing measures include an annual class audit of children, undertaken by the teacher and teaching assistant, that includes observations building on that of the previous year. Focusing on any changes in behaviour (attention, resilience and presentation for example) feeding into the identification process as well as any communication from the pupils, parents/carers regarding their emotions and feelings.

A resilience map should be created for any children that fall into the red zones so that relevant staff are aware of the possible risks. In addition positives that can be communicated and worked upon with relative stakeholders (teachers/parents/interventions/professionals)

Resilience Map



7. Procedures for Staff who have Concerns about a Child's Mental Health

1. Any member of staff who is concerned about the mental health or wellbeing of a child should notify the Mental Health Lead or SENdCO in the first instance.
2. Secondly, filling out a record of concern form which should be emailed to the SENdCO with the Mental Health Lead copied in.
3. If there is a fear that the child is in danger or immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Safeguarding Lead or Deputy.
4. 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.
5. Where a referral to CAMHS is appropriate, this will be led and managed by the school's SENdCO.

Individual SEND support plans will identify individual support for pupils with mental health concerns or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the class teacher and parent(s). If concerns continue then an outside agency may be required. This would need a referral to a Health Care Practitioner. Please refer to the Inclusion Policy.

Identified pupils will receive bespoke intervention packages delivered by staff who have undertaken relevant training in relation to the development of resilience through providing a secure basis. Enhancing self-esteem, resilience and self-efficiency will underpin all interventions.

Virtual School Heads in the LA will be made aware of information about all looked after children's physical, emotional or mental health that may have an impact on his or her learning and educational progress, this will be indicated in their Personal

Education Plan (PEP) and the school policy will be shared with the virtual school head, linked to the statutory guidance articulated in the DFE (2015) document.

8. Procedures for Staff who have concerns about their own or another member of staff's mental Health

It is recognised at Newnham that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. Currently staff have access to an employee assistance programme through VITA health.

<https://www.vitahealthgroup.co.uk/>

An open door policy to senior leadership is always made available if staff need to speak to someone about any worries. Any following supervision will allow for communication about personal health and emotional wellbeing if both feel it is deemed necessary.

Newnham Juniors has a fully committed and supportive governing body.

Staff should recognise that at times the job can be stressful and should refer to policies and school leads to support classroom management including the Behavioural policy, the SEN policy, and Mental Health policy, in order to plan where needed.

9. Training

All teaching, support staff and Governors have access to the National College for CPD. The scope is wide with courses related to leadership, planning, self-awareness and the classroom. A senior lead is also responsible for organising a timetable of training sessions for parents and carers including information about mental health and wellbeing.

Recommended courses for staff and Governors on the National College:

- An expert insight into the 8 principles of a whole-school approach to mental health and wellbeing in primary schools
- A mentally healthy school: foundations for success
- Certificate in stress awareness
- Mental health and wellbeing: supporting pupils' transition from year 6-7 primary
- Coping with bereavement: how to help your staff and pupils
- Adverse childhood experiences (ACE) Taking a trauma informed approach to improving outcomes
- The link between mental health and safeguarding
- How can schools support the mental health and wellbeing of pupils with autism

Staff training may also be organised for whole school staff, teams or individuals. For example whole school training on NJS whole school approach. Occupational Therapy led staff training for zones of regulation. Teams training for Mental Health First Aiders (Listening ears) Individuals who may lead on an intervention such as Seasons for Growth.

Where a member of staff identifies a lack of knowledge, skills or support they should talk to the Mental Health lead or Senior leadership so the relevant training and support can be planned.

10. Emergencies of Self-harm

When dealing with pupils who are at risk of self-harm, each case is unique, and there are no generic procedures that schools must adopt. Leadership, medical leads and designated safeguarding leads should discuss:

- The child or young person at risk and involve the designated safeguarding lead as a matter of priority, who will contact the parents/carers and other services as necessary. If the child or young person is at immediate risk, ensure that they are taken to their GP or A&E as a matter of urgency, depending on the severity of the concern.
- Collaboration with emotional health professionals such as CAMHS to implement a more holistic and coherent pastoral support plan for the child. This could include a risk assessment based on their advice.
- Contacting the local authority duty social worker (social services). To explain what you know about the situation, and ask for advice on the next steps to make the child safe.
- Seeking advice from the school's SENdCO as a factor for self-harm

For further guidance, contact can also be made with Young Minds. Young Minds can arrange one-off telephone consultations with head teachers and offer tailored advice.

<https://www.youngminds.org.uk/about-us/contact-us/>

11. Summary

NJS identified the importance of Mental Health as a key priority area prior to the Covid Pandemic. It is something we have always done however this Policy pulls together much of the work that has been happening into a framework that supports the day to day and long term vision of Newnham as a Mentally Healthy School.

Newnham Junior School

This document was approved and adopted by the governing body

Date 13th October 2022

Name of the Chair of Governors Tanya Huehns

Signature of the Chair of Governors _____

Date	Status	Comments
October 2022	New Policy	Approved by Curriculum Committee & FGB