

# Mental Health and Wellbeing Excellence Document



## Statement

*Mental health is a state of wellbeing which the individual realises their own abilities, can cope with usual stresses of life, can work productively and they are able to make a contribution to their community.*

At Benjamin Adlard Primary School, we aim to promote positive mental health for every member of our staff and all pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

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 and one in four staff will experience mental health issues. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students and staff affected both directly and indirectly by mental ill health.

## Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This document is intended as guidance for all staff including non-teaching staff and governors.

This document should be read in conjunction with our safeguarding policy and the SEND policy where a student has an identified special educational need.

## Aims

- Promote positive mental health in all staff and students
- 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 students 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 remit include:

- Jade Truswell- Mental health lead and PSHE lead
- Jo Richardson- Designated safeguarding lead
- Debbie Glover- SENCO and deputy safeguarding lead
- Lynn Whelan- First Aid lead
- Luke Lovelidge- Headteacher and CPD leader

Any member of staff who is concerned about the mental health or wellbeing of a student or other member of staff should speak to the Senior Mental Health Lead in the first instance. If there is a fear that the individual is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Designated Safeguarding Lead, Deputy safeguarding lead or Headteacher. If the individual 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.

## Teaching of Mental Health

The skills, knowledge and understanding needed by our staff and students to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum and wider staff training.

The specific content of lessons will be set out in our PSHE curriculum however lessons can be adapted and implemented to meet specific needs of a cohort. There will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

## Signposting

We will ensure that staff, students 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 such as notice boards and website and will regularly highlight sources of support to students within relevant parts of the curriculum. Sources of support will be regularly shared with parents and carers through our newsletter. Termly staff newsletters and an updated noticeboard will ensure staff have the most up to date information in regards to mental health and wellbeing support.

## Warning signs

School staff may become aware of warning signs which indicate a student or staff member 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 the SENDCO / our Mental Health and Wellbeing Lead.

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 / work
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Behaviour which is generally out of character.

## Managing Disclosures

A student or staff member 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 discloses a concern and it is deemed as immediate harm, staff should follow the safeguarding referral procedure as set out in the safeguarding policy. This information should then be passed onto the DSL and mental health lead.

Where a member of staff is concerned about a child's overall mental health or wellbeing where no immediate harm is deemed, staff should follow the intervention pathway to ensure the best intervention is put into place. If it is then deemed that a child is requiring stage 3 support of the intervention pathway, a referral to the mental health lead will be completed. It is then the mental health lead's job to signpost to the correct outside agency, working alongside the DSL/pastoral care lead where necessary.

## Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a student or member of staff on, then we should discuss with the individual:

- 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 student or staff member 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. Parents consent will always be received before any referral to outside agencies.

## Working with 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
- 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 excellence document 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 PSHE and share ideas for extending and exploring this learning at home

## Supporting peers

When a student or staff member 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 student or staff member who is suffering and their parents if applicable. 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 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 child protection and staff training to enable them to keep students and staff safe.

We will continue to work with the Mental Health Support Team for Gainsborough who provide free staff meetings and training sessions for staff. These will be booked in throughout the year where appropriate.

Staff who require more specialised knowledge and training to deliver interventions will be given this. We will provide relevant information for staff who wish to learn more about mental health. The Nation College provides free online training suitable for staff wishing to know more about a specific issue.

## Review

This document will be reviewed every 3 years as a minimum. It is next due for review in September 2025.

Additionally, this document will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this document, this should be addressed to Senior Mental Health Lead or our SENDCo via phone 01427612561 or email [enquiries@benjaminadlard.anthemtrust.uk](mailto:enquiries@benjaminadlard.anthemtrust.uk).

This document will always be immediately updated to reflect personnel changes.