



BURITON PRIMARY SCHOOL

MENTAL HEALTH POLICY

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POLICY STATEMENT

Key Definitions:

MENTAL HEALTH – Includes our emotional, psychological, and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices. Everyone has mental health.

MENTAL ILLNESS – The term mental illness covers a broad range of mental health problems which can involve changes to our thoughts, emotions, behaviours and relationships with others. Mental illnesses are associated with distress and problems functioning in our day to day life. Mental illness is treatable.

At Buriton Primary School we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is one of support, care and respect. This policy outlines our approach to promoting a positive mental health culture for all members of our community and the systems in place for those who need additional support.

The aim of this policy is to demonstrate our commitment to the mental health and wellbeing of everyone in our school community. It will be reviewed annually and in accordance with national policy changes.

KEY STAFF MEMBERS

Mental Health Lead (MHL) – Clare Evans

The implementation of this policy and the evaluation of its effectiveness is led by our MHL. This role includes oversight of all mental health provisions and interventions, education and training related to mental health and wellbeing and the development of spaces and resources to support mental health and wellbeing. The MHL is supported by other staff members.

- **Designated Safeguarding Lead (DSL)** – Danielle Brown
- **Deputy Designated Safeguarding Lead (DDSL)** – Clare Evans
- **SENDCO** – Georgina Carrick
- **ELSA** – Rebecca Moore
- **PSHE Lead** – Danielle Brown

In addition to this, there is the expectation that, using the education and support provided by our school, all members of our community will take responsibility for promoting their own mental health and that of others.

In emergency situations relevant procedures will be followed, including involving the emergency services.

WHOLE SCHOOL APPROACH

Our whole school approach is developed and reviewed by our MHL.

We ensure that staff, parents, carers and pupils have access to knowledge about mental health and wellbeing.

Our approach includes:

- Providing education and training for staff, pupils and parents
- Making it explicit to all that staff and pupil wellbeing is a priority
- Giving wellbeing the same status as academic achievements
- Reducing the stigma surrounding mental health issues through awareness days/events and through displays, assemblies, and the positive interactions that shape the day-to-day culture of the school.
- Highlighting sources of information in the school for staff, pupils and parents.
- Ensuring that staff, pupils and parents know who to talk to if they have concerns around mental health or wellbeing.
- Providing a calm, relaxed environment
- Ensuring staff are confident to employ nonclinical social models of intervention and are also confident about how and when to signpost to further support
- Establishing effective links with external organisations and professionals.
- Regularly evaluating the effectiveness of our provision and interventions.

SYSTEMS AND PROCEDURES

Anyone in the school community can raise a concern, either about their own or someone else's mental health. The people they need to speak to regarding concerns are clearly publicised for staff, parents and pupils.

All staff are trained to respond to disclosures about mental health in a calm, supportive and non-judgemental way. All disclosures regarding pupils are recorded confidentially on CPOMs and only shared in line with the Safeguarding Policy or as outlined below.

If there is a concern about the mental health and wellbeing of a pupil:

1. A member of staff arranges a 1:1 talk with the pupil, employs nonclinical social models of intervention as necessary and tells them/their parents where to access support or information.
2. Brief details will be logged on CPOMs of: the date, staff member's name, main points of discussion and agreed next steps.
3. If information needs to be passed on or discussed with other staff members, there will be transparency and openness about:
 - Who will be told

- What they will be told
 - When they will be told
 - Why they will be told
4. If the member of staff remains concerned, they inform the MHL who will liaise with other members of the team/parents/external agencies as necessary to arrange further interventions or signpost to professional support.
 5. If there is an immediate risk of harm, immediate steps will be taken to protect the pupil's safety and this takes priority over transparency.

SUPPORT OFFERED AT SCHOOL AND SIGNPOSTING

The support we offer in school for any pupils or staff who are struggling is listed below.

- ELSA support with Miss Moore
- Circle time approaches or 'circle of friends' activities
- Managing feelings resources e.g. worry boxes and worry eaters
- Managing emotions resources
- The Good Mental Health handbook
- Wellbeing APPs

Where necessary pupils, parents and staff are signposted to support outside of school:

- GPs
- Family Support Workers
- Behavioural Support Workers
- CAMHS
- Samaritans
- Childline
- Pathways to Resilience
- School Nursing Service

IDENTIFYING WARNING SIGNS

All staff receive regular training in child mental health so that they can confidently support good mental health and recognise and respond to mental health issues. This will form part of the regular safeguarding training and is a requirement to keep children safe.

All staff will be trained in how to recognise warning signs of common mental health problems. These warning signs will always be taken seriously and staff who notice any of these signs in pupils will communicate their concerns to the MHL or DSL.

Staff will be able to identify a range of behavioural and physical changes including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol misuse
- Feelings of failure, uselessness and loss of hope
- Secretive behaviour
- Clothing unsuitable for time of year – e.g. winter coat in summer
- Negative behaviour patterns

Staff will be able to identify a range of issues, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment and attitude towards education
- Family and relationship problems

Staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement, health difficulties in themselves or parents, neurodiversity or learning difficulties.