



Brunswick House
Primary School



Pupil Mental Health and Wellbeing Policy

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By: Safeguarding Governor/s

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POLICY STATEMENT

At Brunswick House Primary School, we are committed to supporting the mental health and wellbeing of our pupils.

Our culture is supportive, caring, and respectful. We encourage pupils to be open and we want each pupil to have their voice heard.

At Brunswick House, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility.

POLICY SCOPE

- This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting pupil mental health and wellbeing.
- It should be read and understood alongside our other relevant school policies, including the Staff Wellbeing Policy.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the mental health of our pupils. At Brunswick House Primary School, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our pupils feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing for all pupils.
- Celebrating both academic and non-academic achievements.
- Promoting our school values, *self-belief, honesty, respect, empathy, teamwork* and encourage a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our pupils' voices and giving them the opportunity to participate in decision making.
- Celebrating each child for who they are and making every pupil feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any pupil that needs it.
- Raising awareness amongst staff and pupils about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in pupils.
- Supporting pupils who are struggling with their mental health.

KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of pupils and each other. However, certain staff members have a specific role in the process.

These are:

- Our Designated Safeguarding Officers: *Clare Fullagar (Lead DSL), Wendy Skinner (Head teacher), Lucy Steward (Deputy Head teacher for Inclusion), Julie Martin (FLO), Louise Lemon (EYFS Lead)*
- Pastoral Staff: *Julie Martin (FLO & Mental Health First Aider), Lucy Steward (SENCO and Mental Health First Aider), Alex Jones (PSHCE Lead and Wellbeing Lead)*
- SENCO: *Lucy Steward*

If a member of staff is concerned about the mental health and wellbeing of a pupil, then in the first instance they should speak to a DSL to discuss next steps

If a child presents with a medical emergency then relevant procedures will be followed, including involving the emergency services where necessary.

TEACHING ABOUT MENTAL HEALTH

Our PHSCE curriculum gives our pupils the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We regularly review our PHSCE curriculum and lesson content to ensure that they meet the aims outlined in this policy.

SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

We have a range of support available in school for any pupils struggling, as listed below:

- Play Therapy
- Regular circle time
- Worry Boxes
- Therapeutic activities such as Lego Therapy, 'Draw and Talk', 'Talk Time'
- Social Detectives intervention
- Zones of Regulation
- One to one time with our FLO/SENCo or our Mental Health First Aiders
- Leuven and Boxall whole school assessments to assess and track children's wellbeing and identify any additional support they might need

There are also a lot of support networks available for children in the local community. This includes places such as:

- Child and Adolescent Mental Health Services (CAMHS).
- Dandelion Time - Dandelion Time gives children and families (Offering time and space to love and trust again. Time to heal from emotional trauma and abuse. Time to rebuild confidence and strengthen relationships. And time to develop skills.)
<https://dandeliontime.org.uk/>
- School Nurse – emotional support, counselling
- Slide Away – bereavement support service <https://www.slideaway.org/>
- Kent Young Carers - <https://www.imago.community/Children-and-Young-People/Kent-Young-Carers>

Please contact Mrs Martin FLO@brunswick-house.kent.sch.uk or Miss Steward inclusion@brunswick-house.kent.sch.uk to find out how to access the above information

SIGNPOSTING

We will ensure that all staff, pupils, and families are aware of the support that is available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

IDENTIFYING NEEDS AND WARNING SIGNS

All of our staff are trained in how to recognise children that need additional social, emotional support. This means that they will be able to offer help and support to pupils who need it, when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officers.

Staff are able to identify a range of behaviour and physical changes, including:

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

- Negative behaviour patterns, e.g. disruption.

Staff are also 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.

Finally, staff are well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

MANAGING DISCLOSURES

If a pupil discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially on *My Concern* and only shared with the appropriate authorities if it is necessary to keep the child safe, in line with our *Safeguarding Policy*.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

CONFIDENTIALITY

When a member of staff thinks it is necessary to pass on concerns about a pupil, either to somebody inside the school or to external agencies, then this will first be discussed with the pupil. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be. However, it may not be possible to gain the pupil's consent first, such as in the case of pupils who are at immediate risk. Protecting a pupil's safety is our main priority so we would always share disclosures if we judge a child to be at risk.

WHOLE SCHOOL APPROACH

We take a whole school approach towards the mental health of our pupils. This means working with families and carers and with other agencies and partners, as appropriate.

WORKING WITH FAMILIES

We aim to support families as much as possible. This means keeping them informed about their child and offering our support at all times.

To support families, we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow families to access further support.
- Ensure that families are aware of who to talk to if they have any concerns about their child.
- Give families guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to families.
- Keep families informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

WORKING WITH OTHER AGENCIES AND PARTNERS

As part of our whole school approach, we will also work with other agencies to support our pupils' emotional health and wellbeing. This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers including Early Help Workers and Social Services.

SUPPORTING PEERS

We understand that, when a pupil is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the pupil, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

TRAINING

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

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and

we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

POLICY REVIEW

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.