

Upham CE (A) Primary School

Policy for Mental Health & Well-being



Approved by Governors – 5 December 2024

Review date – by November 2027

Mental Health and Wellbeing Policy Upham Church of England (A) Primary School

Policy Statement

The NHS defines mental health as follows:

- Mental health refers to our emotional, psychological, and social well-being.
- It affects how we think, feel, and act, as well as our daily functioning.
- Mental health problems can include depression, anxiety, and eating disorders.

At Upham Primary School, we promote physical, emotional, and psychological well-being for all. Every individual is important and valued and this is demonstrated through the personalised prioritisation of mental health and well-being. We also recognise the pervasive impact of smartphones and cyberbullying can have well-being.

The NHS defines resilience as follows:

Resilience means feeling able to approach the potential challenges that your role as a support worker may bring, without these impacting on your life outside of work, and on your mental and physical well-being.

At Upham Primary School, developing resilience is a key goal so that children take this resilience with them on life's journey. Where an individual's mental well-being is not developing as we would want, we will strive to recognise the signs and seek to intervene quickly, with the goal of returning to or developing more healthy patterns.

In our school our Christian vision shapes all we do. Our Christian Values of Love and Care underpin our whole vision and all the work we do. We want children to understand that through loving God, loving themselves and loving others they are living within the love that God the father, the Son Jesus and the Holy Spirit has for us all. They can project this outward towards others through the care they show them. As a Church school we recognise the expectation that our approach in supporting vulnerable pupils should emanate from our Christian vision as outlined in the Flourishing for all guidance [nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf](#)

We aim to promote positive mental health and well-being for every child and every member of staff along with everyone involved with the school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches when required. At every stage we strive to build long term resilience.

In addition to promoting positive mental health and well-being, we aim to recognise and respond to individual's need as it arises. We believe that practical, relevant, and effective mental health and well-being policies and procedures will promote a safe and caring environment for pupils.

We support the Making Hampshire healthier by 2050 | Hampshire County Council vision:

The 'Year of Health and Well-being' was launched on Monday 9 September and follows the [Hampshire 2050 Partnership](#) summit held in November 2023, where a [Hampshire 2050 Partnership Roadmap for 2024-25](#) was drawn up to realise the [Hampshire 2050 Vision](#) - a

blueprint developed to guide and contribute to the future prosperity and quality of life of Hampshire's residents, while also protecting the environment and tackling climate change.

This document describes the school's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff including non-teaching staff and governors, parents, and children.

This policy should be read in conjunction with our Medical Policy in cases where a pupil's mental health and well-being overlaps with, or is linked to, a medical issue and the SEND policy where a pupil has an identified special educational need. For staff the HR guidance within the Hampshire County Council's MOPPS Policy and Guidance would be followed.

The policy aims to:

- Promote positive mental health and well-being for all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and well-being
- Provide support to staff working with young people with mental health and well-being issues
- Provide support to pupils with mental ill-health along with their peers and parents/carers
- To promote the work-life balance of all staff

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, the lead and key point of contact for mental health and well-being is the headteacher, David Woolley. In addition, he holds key responsibility as Designated Safeguarding Lead (DSL) and Special Educational Needs Coordinator (SENCo) which may also be relevant.

Any member of staff who is concerned about the mental health or well-being of a pupil or colleague should speak to the Mental Health Lead in the first instance. If there is a concern that the individual is in danger of immediate harm, then the normal child protection procedures or MOPPS (Fitness and Suitability for Work Policy) will be followed with an immediate referral to the Designated Safeguarding Lead/ Headteacher or as appropriate. 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.

Where a referral to Child and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by David Woolley (Mental Health and Well-being Lead).

Individual Health Care Plans

Some children who have received a diagnosis pertaining to their mental health and well-being will have a formal EHCP. This will be drawn up involving the pupil, the parents and relevant health professionals. The plan can include:

- Details of a pupil's condition
- Special 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 and Well-being

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 responsive to 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 will 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.

* PSHE Association, Teacher Guidance: Preparing to teach about mental health and emotional wellbeing (PSHE Association, 2015), available at www.psheassociation.org.uk/system/files/Mental%20health%20guidance_0.pdf

The Children will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe (including online) For more information, see our PSHE curriculum.

Signposting

We will ensure that staff, pupils, and parents are aware of sources of support within school and in the local community. Support available within our school and local community, and how to access it is outlined on our website.

We will display relevant sources of support around school and on the school's website and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will 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

Warning Signs

School staff may become aware of warning signs which indicate an individual 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 our Mental Health and Well-being Lead

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to an individual's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

Possible warning signs might 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 to online activity
- 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

Managing disclosures

An individual may choose to disclose concerns about themselves or another to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive, and non-judgemental. Staff should listen, rather than advise; first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded in writing and the electronic CPOMs recording system will be updated as the pupil's confidential file. This written record will include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information must be shared with the Mental Health and Well-being Lead, who will record appropriately and offer support and advice about next steps.

Disclosure by a member of staff about concerns related to their own mental health or well-being would typically be to their line manager.

Confidentiality

We will be honest with regards to the issue of confidentiality. If it is necessary for us to pass on our concerns about an individual, then we inform them:

- 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 an individual 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. Safeguarding concerns are always paramount and Safeguarding Procedures (see separate policies) will always need to be followed.

For staff and parents/carers with concerns or disclosures these must always be shared with the Mental Health and Well-being Lead. We would explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with. Parents/carers should be informed if there are concerns about their child's mental health and well-being and pupils may choose to tell their parents/carers themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents/carers. We should always give pupils the option of us informing parents/carers for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents/carers should not be informed, and the designated safeguarding lead must be informed immediately.

Working with Parents

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. These initial reactions are normal, and the school recognises this.

The school endeavours to maintain a bank of resources helpful for parents/carers, made available on the school website. Specific resources will be highlighted or recommended to parents/carers as required.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. To support parents/carers we will:

- Make our mental health and well-being policy easily accessible and available to parents on our website
- Share ideas about how parents can support positive mental health in their children through our usual communications and information meetings
- 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 child is experiencing mental health and well-being issues, it can be a difficult time for their friends. Friends often want to support but do not know how. For example, in the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, we will consider on a case-by-case basis how to provide additional support.

Staff Training

All staff will receive regular training about recognising and responding to mental health and well-being issues as part of their regular child protection training 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 provided throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Should the need to do so becomes evident, we will host more in-depth training sessions for all staff to promote learning or understanding about specific issues related to mental health and well-being.

Suggestions for individual, group, or whole school CPD should be discussed with our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Supporting Staff

At Upham School, we expect all staff to work collaboratively, and recruitment processes incorporate the importance of fostering this behaviour. Staff work in a manner which encourages everyone to support each other. We actively encourage staff to take appropriate breaks and use this time wherever possible to interact with each other.

In addition to fostering a culture of well-being, Senior leaders will ensure that wellbeing is a key area for discussion during Performance Management (teachers) and Individual Performance Planning Processes (support staff). Staff will also be asked how well they feel they are coping with the pressures and challenges they face and relating to how they integrate workload with their health, family and social life.

Good staff well-being is essential for creating a healthy school, for attracting, retaining and motivating staff and for enabling pupil well-being and attainment. Everyone must take responsibility for their own work-life balance (WLB) and be aware of the role model they are setting for others. An important element within the wider remodelling agenda is the statutory responsibility Governors have about the WLB of the Headteacher. The Headteacher in turn will have regard to the WLB of staff.

For our staff to be their most effective they need to have a healthy Work Life Balance:

- To attract and retain the calibre of staff needed to ensure excellent provision for our children

- To improve the school's effectiveness by actively reducing staff absenteeism and turnover
- To develop and maintain a motivated workforce, with high morale
- To support teamwork, staff development and co-operation by effectively distributing leadership and creating new leaders
- To recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness
- To recognise that good school communication has a positive outcome for the whole school workforce
- To foster a culture of building personal resilience

All staff within the school, including the Headteacher, will be supported in attaining a balanced lifestyle where they can achieve their best and manage other areas of their life effectively.

Our strategies to support a balanced lifestyle include:

- Clear identification of duties and responsibilities relating to individual staff roles, reviewed annually through performance management interview, to aid them in the delivery of their work and managing the expectations of the job
- Ensuring tasks are allocated appropriately, to those best suited to the task
- Regular review of how effectively the school is considering the WLB of all staff
- Continually looking at existing and new practices to make systems as efficient and time saving as possible
- Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively and within normal working hours
- Involving staff in agreeing and setting realistic work-related targets
- Providing a system for and encouraging efficient and effective working practices and discouraging staff from working excessively long hours
- Involving, encouraging, and enabling staff to actively manage their own careers and personal development
- Consulting with staff on decisions relating to their employment, encouraging them to seek third party advice e.g., to confer with their Union representative where appropriate
- Some charities offer helpline services which may be useful, such as Education support (08000 562 561) and italk (023 80 383920)
- Granting special leave, as appropriate, where staff are faced with a personal emergency
- Providing opportunities where possible for flexible working practices
- Providing suitable workplace facilities for breaks and relaxation
- To provide suitable equipment (such as personal laptops) to enable them to work efficiently as budgetary constraints allow
- To increase teacher administrative support within the constraints of the budget

The Governing Body has a responsibility to ensure that the Headteacher manages an acceptable WLB. This includes providing appropriate and leadership support through Dedicated Headship Time (see separate policy). The Governors will regularly review their own practices with consideration to staff workload. The Headteacher has a duty to monitor their own WLB, modelling good practices and reporting concerns to the Governing Body.

Termly, feedback from staff about their well-being, motivation and workload will be reported to the Governing Body.

Governors also recognise that fulfilling senior roles in school can be demanding and emotionally difficult, especially when they relate to child protection or vexatious/ abusive complaints. Senior staff are encouraged to work together in these contexts to share work, keep an active dialogue and support each other; the Deputy Designated Safeguarding role being a key support to the Designated Safeguarding Lead. Governors will also ensure due regard is made to the headteacher's work life integration and will work to support the headteacher in how he is able to complete his statutory and delegated responsibilities.

Useful Sources of Information

An up-to-date library of potential support for children, parents and staff can be found on the school website www.upham.hants.sch.uk

Other Policies Which May be Relevant.

All the following policies are relevant in supporting mental health and well-being and can be found on our website:

- Safeguarding Policy
- Child Protection Policy
- Anti-Bullying Policy
- Supporting Children with SEND Policy
- Upham Single Equalities Statement

Appendix 1: Useful sources support

Nationally

General advice

Action for Happiness: a movement of people committed to building a happier and more caring society. They encourage people to see a fundamentally different way of life - where people care less about what they can get just for themselves and more about the happiness of others. <https://www.actionforhappiness.org/>

Headstogether: brings together a team of inspirational charities working on mental health issues close to the passions of The Duke and Duchess of Cambridge and The Duke and Duchess of Sussex. The campaign is supported by three Founding Partners who share their mission of ending stigma and changing the conversation on mental health. Strong links with a range of organisations and role models, such as the FA. <https://www.headstogether.org.uk/partners/>

Young Minds: A national charity fighting for children and young people's mental health. Their aim is to make sure all young people get the best possible mental health support and have the resilience to overcome life's challenges. The site includes a useful parent chat line. <https://youngminds.org.uk/>

Resources for Children

Childline is a free, private, and confidential service for children and young people available online, on the phone, anytime facilitated by trained counsellors. The website is easy to navigate and has many interactive resources, advice, and sources of support for children and young people. www.childline.org.uk/

Resources for Education staff

Education Support Partnership is the UK's only charity providing mental health and well-being support services to education staff and organisations. www.educationsupportpartnership.org.uk/all

Staff Confidential Helpline Number – this is displayed on the staff noticeboard

Locally

Diocese Diocesan Advisor for Mental Health, is available to offer guidance and support. See Portsmouth Diocese website for further information: <https://www.portsmouth.anglican.org/contact-us/diocesan-adviser-for-mental-health/>