



Hazelwood Schools

Mental Health and Wellbeing Policy

Reviewed and Adopted: **Spring 2022**

Reviewed by: SLT/LTS committee

Next Review: **Spring 2025**

Review every three years

Intent

Policy Statement

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)

At Hazelwood Schools, we aim to promote and nurture positive mental health for every member of our school community in line with our school vision and values. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children. In addition to promoting positive mental health, we aim to recognise and respond to those showing signs of poor mental health. In an average classroom in the United Kingdom, it is estimated that three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we strive to provide a safe and stable environment for those affected both directly and indirectly by mental ill health.

Our whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including:

- Culture, ethos and environment: the health and wellbeing of children and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the schools' explicit Vision and Values (see above) together with the social and physical environment.
- Teaching and Learning: using the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing.
- Partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.

Aims and Objectives

- To promote positive mental health and wellbeing for every member of our school community
- To increase understanding and awareness of common mental health issues
- To provide support to pupils suffering with mental ill health and their families
- To provide support to staff working with children with mental health needs.

Implementation

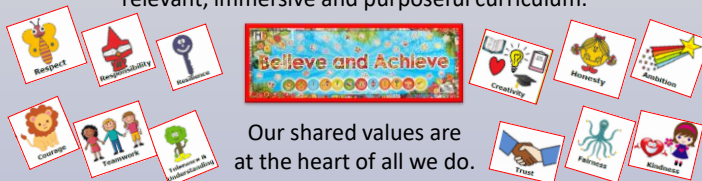
Roles and Responsibilities

- Designated Safeguarding Team: Stella Gannon, Josh Newham, Samantha Powell, Crissy Walls, Erina Komodromos
- Safeguarding Governor: Helen Hattersley
- Inclusion Manager: Erina Komodromos
- Learning Mentor: Crissy Walls

Our Vision and Values



At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.



Our shared values are at the heart of all we do.

Our values are: **Respect, Resilience, Responsibility, Creativity, Honesty, Ambition, Trust, Kindness, Fairness, Courage, Tolerance & Understanding and Teamwork.**

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Inclusion Manager or a member of the Designated Safeguarding Team in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to a member of the Designated Safeguarding Team or the Head teacher. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the Welfare Officer and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the Inclusion Manager.

Individual Health Care Plans (IHCP)

At Hazelwood Schools, if a child has been identified as being vulnerable to mental health issues or has received a diagnosis pertaining to their mental health, an Individual Healthcare Plan (IHCP) will be drawn up with the child, their parents/carers and relevant school adults. This will identify the needs of the child, and what will be put into place to support the child.

This may include:

- Details of a child's condition
- Specific school adults involved in supporting the child
- Provision to support the child such as a playtime buddy, nurture group etc.
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency

This will only be shared with key identified adults so they can be aware of the child's needs and provide appropriate strategies and /or support.

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

At Hazelwood, we follow the SCARF PSHE curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Our PSHE curriculum promotes children's wellbeing through development of healthy coping strategies and understanding of other's emotions as well as their own. These are taught through the key areas of **Relationships, Health and Wellbeing** and **Living in the Wider World**, which we align to our school vision and values. We believe that the knowledge and skills for these key areas should be developmental - building up from early learning to be most effective - promoting positive behaviours and strategies which children can adopt and adapt throughout their school careers.

Signposting Support

At Hazelwood, we will aim to share relevant sources of support with the school community in a variety of ways (such as displays, newsletters, email communication) and will regularly highlight sources of support to children within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of children seeking help by ensuring they 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 a child 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 safeguarding team and/or Inclusion Manager.

Possible warning signs include (but are not limited to):

- 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 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
- Avoiding PE or getting changed secretly
- Lateness to, or absence from, school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing Concerns / Disclosures and Confidentiality

An adult may have a concern about a child's mental health or a child may choose to disclose concerns about themselves or a friend to any member of staff. All staff therefore need to know how to respond appropriately. If a child 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 and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'Why?'

If it is necessary for a member of staff to pass on a concern about a child, then that staff member should discuss the following with the child:

- Who they are going to talk to
- What they are going to tell
- Why they need to tell

All concerns or disclosures will be recorded on our electronic safeguarding system and held on the child's confidential file. This record should include:

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

This information should be shared with the Designated Safeguarding Team and the Inclusion Manager who will record the concern appropriately and offer support and advice about next steps.

Parents/carers must also be informed unless it is believed there may be an underlying child protection issue.

Working with Parents/Carers

Where it is deemed appropriate to inform parents/carers, staff will be sensitive in their approach. Before disclosing to parents/carers, the following questions will be considered (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen?
- Who should be present?
- What are the aims of the meeting?

Parents/carers 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/carers, staff will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents/carers are aware of who to talk to, if they have concerns about their own child or others
- Make our Mental Health and Wellbeing Policy easily accessible to parents/carers
- Share ideas about how parents can support positive mental health in their children
- 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 suffering from mental health issues, it can be a difficult time for their friends. Friends often want to help but don't know how.

Support will be provided either one to one or as a group and will be guided by conversations with the child who is suffering and their parents/carers with whom will have been told:

- What 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 might need help

Any support or guidance given to peers will be sensitive, carefully considered and age appropriate.

Working with Specialist Services

In some cases, a children's mental health needs require support from a specialist service. Schools have access to a range of specialist services and, during the support, will have regular contact with the service to review the support and consider next steps, as part of monitoring the child's IHCP and Learning Support Plan (LSP).

School referrals to specialist services will be made by the Inclusion Manager following the assessment process and in consultation with his/her parents/carers. Referrals will only go ahead when it is deemed the most appropriate support for the child's specific needs.

Main Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school's Inclusion Manager or GP
Educational Psychologist	Accessed through the Inclusion Manager

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their annual child protection training in order to enable them to keep children safe.

Training opportunities for staff that require more in-depth knowledge will be considered as part of the performance management process and additional CPD will be provided throughout the year where it becomes appropriate due to developing situations with one or more children or wider school issues.

Where the need to do so becomes evident, Hazelwood will provide training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Useful Links and Information:

Enfield Local Authority – Local Offer – www.enfield.gov.uk/SEND

Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 020 8373 2700; email: enquiries@enfieldparents.org.uk

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315; email: info@ourvoiceenfield.org.uk

Community Parent Support Service – available to all families living in Enfield. Works with parents/carers of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 1500

Hazelwood Schools SEND Report and Policy – www.hazelwoodschools.org.uk

Monitoring and Review

The mental health and wellbeing of Hazelwood children will be monitored throughout the year in a variety of ways by a variety of people, both internally and externally. A well-structured curriculum and teaching and learning system underpins the drive for high quality support for all children across the school.

Regular learning walks, pupil conferences and meetings with staff, parents and carers take place to gain a deep understanding of the needs of the children across the school and the experience for every child.

The Governing Body will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements. It is the responsibility of the Governing Body to ensure that the school policy is carried out sensitively and appropriately.

The Governing Body will pay attention to all matters of equality defined by the Equality Act 2010; it will seek to ensure that the school abides by the statutory and non- statutory guidance and that no child is treated unfairly because of protected characteristics.

The Governing Body reviews this policy regularly. The Governors may, however, review the policy early if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following:

- SEND Information Report and Policy
- Enfield's Local Offer
- Equality Information & Objectives Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Complaints Procedures
- Data Protection and GDPR policies
- Accessibility Plan
- Pupil Premium Policy and Strategy Statement