



**CARR JUNIOR
SCHOOL**

Aim High, Shine Bright



MENTAL HEALTH & WELL-BEING POLICY

CARR JUNIOR SCHOOL

Date of policy: November 2022

To be reviewed: November 2025

1. Why Mental Health and Well-Being is Important

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils' well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued

- bullying is not tolerated

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being (See Appendix A).

2. Purpose of the Policy

This policy sets out:

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and pupils can get advice and support (See Appendix A and B).

3. Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing:

... '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.'

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve.

4. Links to other Policies

This policy links to our policies on Child Protection and Safeguarding, Anti-Bullying, Behaviour, Restorative Approach, Personal Social Health Education (PSHE), RSE and Health Education and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. **We consider behaviour to be a communication.**

5. A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses:

- creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
- helping pupils to develop social relationships, support each other and seek help when they need to
- helping pupils to be resilient learners
- teaching pupils social and emotional skills and an awareness of mental health
- early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
- effectively working with parents and carers
- supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

6. Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems (See Section 8) and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such as a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (Senior Mental Health Lead, Senior Leadership Team, SENCO, Designated Safeguarding Team, Pastoral team, Personal Development Lead):

- leads on and works with other staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available
- liaises with the PSHE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services
- leads on and makes referrals to services.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Safeguarding/Child Protection Team
- ELSAs to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision
- School Wellbeing Service
- Wellbeing In MInd Team
- School nurse
- Therapeutic alternative provision.

7. Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Personal development is woven throughout the whole curriculum ensuring that our children are given a range of strategies and approaches whether these are on a whole school level, class / group approaches, or individual bespoke strategies tailored to suit the needs of the child.

8. Early Identification and Warning Signs

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse.

School staff may become aware of warning signs which indicate a pupil, or parent / carer 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 SENCO, Senior Mental Health Lead or Designated Safeguarding Team.

These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or persistent absence
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause
- secretive behaviour.

Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed.

9. Managing Disclosures

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils, parents / carers who verbally disclose a concern about themselves or others. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded on CPOMs in order to provide appropriate support to the pupil. Staff also recognise that behaviour may be an unmet need or message.

10. Confidentiality

All disclosures are recorded and held on CPOMs. These records include the date, name of pupil and member of staff to whom they disclosed, and a summary of the disclosure. Next steps / actions taken are recorded on CPOMs following the initial disclosure.

11. Working with Specialist Services

In some cases a pupil's mental health needs require support from a specialist service. These may include anxiety, depression, school refusal and other complex needs.

School referrals to a specialist service will be made by the SENCO / Designated Safeguarding Team following the assessment process and in consultation with the parents / carers. Referrals will only go ahead with the consent of parent / carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS)	Access through school, GP or self referral
Educational Psychologist	Access through SENCO
Early Help Referral	Access through Designated Safeguarding Team

12. Involving Parents and Carers

Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and well-being of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- we provide information and signposting to organisations on our school website on mental health issues
- we provide information and signposting through our newsletter on local well-being and parenting programmes
- we have an open door policy
- supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them
- in most cases parents / carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues
- offer information to take away and places to seek further information
- be available for follow up calls

- make a record of the meeting and agree actions
- discuss how the parents / carers can support the child
- keep parents / carers up to date and fully informed of decisions about the support and interventions.

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access service where appropriate. Pupils are our primary concern, and in the rare event that parents / carers are not accessing services we will see advice for the Local Authority. We also provide information for parents / carers to access support for their own mental health needs.

13. Involving Pupils

- We seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and Your Voice Matters board.
- We have a group of year six pupils on our Pupil Leadership team and representatives from each class on the School Council.
- We will be introducing Wellbeing Ambassadors to champion positive mental health and wellbeing.

14. Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix B). Staff have an awareness of the protective and risk factors (see Appendix C), which can affect the mental health and well-being of pupils.

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Staff training to raise awareness of Mental Health and emotional well-being topics have been accessed through the Wellbeing In Mind Team.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.

15. Policy evaluation and review

This policy will be reviewed in collaboration with the school's Mental Health Team and reviewed every three years or earlier if deemed necessary.

Appendix A

Staff Mental Health and Well-being

Staff have access to Health Assured, which is a confidential support service for employees and their immediate family members. Contact is 24 hours on 0800 030 5182.

Staff wellbeing signposting resources and links:

Resources for staff wellbeing		
Service	What they offer	How to access
York Mind Helplines	York Mind Helplines is an information service that is also able to offer signposting. They provide information on mental health problems, where to get help near you, treatment options and information on advocacy services.	www.mind.org.uk/information-support/helplines/ Tel: 0300 123 3393
Samaritan's Helplines	The Samaritans is a charity that is able to offer support if you're having a difficult time or if you are worried about someone else. They will provide a listening ear if you need someone to talk to, and they will not judge.	www.samaritans.org/how-we-can-help/contact-samaritan/ Tel: 116 123 Email: jo@samaritans.org
Education Support Helpline	Education Support Partnership is a charity dedicated to improving the health and wellbeing of teachers and the entire education workforce. It offers a free, confidential helpline to all those working in education in the UK.	www.educationsupport.org.uk/get-help/help-for-you/helpline/ Tel: 08000 562 561
5 ways to wellbeing	Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life.	www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing
Mindful Teachers	Mindful Teachers is an international community of	www.mindfulteachers.org/

	educators and helping professionals committed to mindfulness and compassion.	
Headspace for work	Headspace offers guided lessons on mindfulness for people who may be experiencing issues with anything ranging from work stress, sleep problems, relationship etc.	www.headspace.com
North Yorkshire and York Crisis Team	People of all ages can now contact their local TEWV crisis service. The phonenumber is open 24 hours a day, seven days a week and will make it easier for people to access help in a mental health emergency.	Tel: 0800 0516171
York Safe Haven	Are you feeling distressed, frightened, overwhelmed, or that things are too much for you? Don't know where to turn to get mental health support? Are your usual sources of support closed for the night? York Safe Haven offers out-of-hours mental health support to anyone aged 16 or over in York and Selby.	www.mhm.org.uk/the-haven-30-clarence-street Tel: 07483 141 310. Email: haven.mhm@nhs.net
North Yorkshire and York IAPT Service	Significant events like bereavement, unemployment, relationship breakdown, traumatic events or even stress at work can lead to difficulties requiring help and support. Problems with low mood and anxiety can develop and make it difficult for us to cope with life's daily demands. You can self-refer to IAPT by completing a referral form on their website or alternatively you can call them. Where this service is not suitable for you then they will offer signposting.	www.yorkandselbyiapt.co.uk/ Tel: 01904 556840

Appendix B

Where parents and pupils can get advice and support.

For support on specific mental health needs		
Need / Service	What they offer	How to access
Anxiety UK	They offer support for people who are experiencing difficulties with anxiety, ranging from helpline services, support groups, courses to support manage anxiety, webinars and therapy services.	www.anxietyuk.org.uk Helpline: 03444 775 774 Text service: 07537 416 905
OCD UK	They are a service that is there to educate, offer hope and support people through the difficult times, right through to recovery and everything in between.	www.ocduk.org Helpline: 01332 588112
Eating Disorders	UK charity that can offer support to people who are experiencing difficulties with an eating disorder. They are able to listen, to help people to understand the illness, and support them to take positive steps towards recovery. They also support family and friends, equipping them with essential skills and advice.	www.b-eat.co.uk Helpline: 0808 801 0677 Email: help@beateatingdisorders.org.uk
National Self-Harm Network	This service is an online forum that aims to: Support individuals who self-harm to reduce emotional distress and improve their quality of life.	www.nshn.co.uk
Self-Harm	A service that offers free online self-harm support for 11-19's. They offer a free online 7 week course.	www.selfharm.co.uk
Suicidal Thoughts –	PAPYRUS Prevention of Young Suicide is the UK charity dedicated to the prevention of suicide and	www.papyrus-uk.org Tel: 0800 068 4141 Text: 07860 039967

PAPYRUS – prevention of young suicide	the promotion of positive mental health and emotional wellbeing in young people.	Email: pat@papyrus-uk.org
For general information and support		
Service	What they offer	How to access
5 ways to wellbeing	Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life.	www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing
York Mind Helplines	York Mind Helplines is an information service that is also able to offer signposting. They provide information on mental health problems, where to get help near you, treatment options and information on advocacy services.	www.mind.org.uk/information-support/helplines/ Tel: 0300 123 3393
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North Yorkshire and York IAPT Services	Significant events like bereavement, unemployment,	www.yorkandselbyiapt.co.uk/ Tel: 01904 556840

	<p>relationship breakdown, traumatic events or even stress at work can lead to difficulties requiring help and support. Problems with low mood and anxiety can develop and make it difficult for us to cope with life's daily demands.</p> <p>You can self-refer to IAPT by completing a referral form on their website or alternatively you can call them. Where this service is not suitable for you then they will offer signposting. Support available for anyone aged 16 or over in York and Selby.</p>	
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For crisis support

Service	What they can offer	How to access
North Yorkshire and York Crisis Team	People of all ages can now contact their local TEWV crisis service. The phonenumber is open 24 hours a day, seven days a week and will make it easier for people to access help in a mental health emergency.	Tel: 0800 0516171

Signposting services for parents

Service	What they can offer	How to access
Parent Talk	A service that can offer down-to-earth parenting advice you can trust. They can provide answers to parenting questions in their advice articles, or you can talk to a parenting coach about anything that is worrying you. It is a free service. They also have information on mental health and wellbeing, behaviour, stages and development, additional needs, education, parenting and relationships, sleep and nutrition and healthy eating.	www.parents.actionforchildren.org.uk

Appendix C

Risk and Protective factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> ● Genetic influences ● Specific development delay ● Communication difficulties ● Physical illness ● Academic failure ● Low self-esteem ● SEND 	<ul style="list-style-type: none"> ● Being female (in younger children) ● Secure attachment experience ● Outgoing temperament as an infant ● Good communication skills, sociability ● Being a planner and having a belief in control ● Humour ● Problem solving skills and a positive attitude ● Experiences of success and achievement ● Faith or spirituality ● Capacity to reflect
In the Family	<ul style="list-style-type: none"> ● Overt parental conflict including domestic violence ● Family breakdown (including where children are taken into care or adopted) ● Inconsistent or unclear discipline ● Hostile and rejecting relationships ● Failure to adapt to a child's changing needs ● Physical, sexual, emotional abuse or neglect ● Parental psychiatric illness ● Parental criminality, alcoholism or personality disorder 	<ul style="list-style-type: none"> ● At least one good parent-child relationship (or one supportive adult) ● Affection ● Clear, consistent discipline ● Support for education ● Supportive long term relationship or the absence of severe discord

	<ul style="list-style-type: none"> ● Death and loss – including loss of friendship 	
In the School	<ul style="list-style-type: none"> ● Bullying ● Discrimination ● Breakdown in or lack of positive friendships ● Negative peer influences ● Peer pressure ● Poor pupil to teacher relationships 	<ul style="list-style-type: none"> ● Clear policies on behaviour and bullying ● ‘Open door’ policy for children to raise problems ● A whole-school approach to promoting good mental health ● Positive classroom management ● A sense of belonging ● Positive peer influences
In the Community	<ul style="list-style-type: none"> ● Socio-economic disadvantage ● Homelessness ● Disaster, accidents, war or other overwhelming events ● Discrimination ● Other significant life events 	<ul style="list-style-type: none"> ● Wider supportive network ● Good housing ● High standard of living ● High morale school with positive policies for behaviour, attitudes and anti-bullying ● Opportunities for valued social roles ● Range of sport/leisure activities