



William Penn Mental Health and Wellbeing Policy

1. Aim

At William Penn, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing 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.

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

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- Behaviour policy
- Safeguarding & child protection policy
- Drugs education policy
- Looked after children policy
- Relationship and health policy
- Sex education policy

3. Policy Aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways in which pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal Basis

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

5. Roles and Responsibilities

- All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the DSL or Mental Health Lead.
- Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:
 - Designated Safeguarding Lead (DSL)/Acting Headteacher: Anna Constable
 - Deputy DSL: Sophie Peters, Spencer Phillips
 - Special Educational Needs Co-ordinator (SENCO): Katie Passfield
 - Senior Mental Health Lead: Anna Constable

6. Warning Signs

- All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:
 - Changes in mood or energy level
 - Changes in eating or sleeping patterns
 - Changes in attitude in lessons or academic attainment
 - Changes in level of personal hygiene
 - Social isolation
 - Poor attendance or punctuality
 - Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
 - Weight loss or gain
 - Secretive behaviour
 - Covering parts of the body that they wouldn't have previously
 - Refusing to participate in P.E. or being secretive when changing clothes
 - Physical pain or nausea with no obvious cause
 - Physical injuries that appear to be self-inflicted
 - Talking or joking about self-harm or suicide

7. Managing Disclosures

- If a pupil makes a disclosure about themselves or a peer to a member of staff, staff will remain calm, non-judgmental and reassuring.
- Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
- Staff will always follow the school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential file.
- When making a record of a disclosure, staff will include:
 - The full name of the member of staff who is making the record
 - The full name of the pupil(s) involved
 - The date, time and location of the disclosure
 - The context in which the disclosure was made
 - Any questions asked or support offered by the member of staff

8. Confidentiality

- Staff will not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.
- Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

- Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:
- Who they will share the information with
- What information they will share
- Why they need to share that information

Parents will be informed unless there is a child protection concern. In this case the Safeguarding and Child Protection policy will be followed.

8.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

9.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, RHE lessons and Mental Health Awareness week
- Signposting all pupils to sources of online support on the school website
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- Having open discussions about mental health during lessons
- Using the Power of Reading texts to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health in pupil surveys
- Having a Senior Mental Health Lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through targeted nurture groups and key support staff
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Check ins and check outs

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SENCO will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

10.3 Internal Mental Health Interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Lunch Club support
- Reduced timetable
- Time out
- Key Adult
- Meet and greet

10.4 Individual Education Plans (IEPs)

A pupil will be offered an individual education plan (IEP) or a behaviour plan. A risk assessment for the child may also be written.

IEPs are written in collaboration with the pupil, their parent/carer, and any other relevant professionals.

The pupil's IP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

10.5 Making External Referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or pediatrician
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services
- Educational psychologist
- Early Help Team

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the Mental Health and Wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)

12. Whole school approach to Promoting Mental Health Awareness

12.1 Mental health is taught in RHE

- Use of My Happy Mind to allow the children to understand how their brains work relating to their emotions and feelings, how they can use their understanding to help regulate, build resilience and learn to appreciate themselves.
- Also using lesson plans from Discovery Education Health and Relationships, pupils will be taught six topics that are revisited for each year group with lessons building on previous learning. Topics

include: healthy and happy friendships, similarities and differences, caring and responsibilities, families and committed relationships, healthy bodies, healthy minds, coping with change. For more information, see our RHE curriculum.

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating
- Weekly staff briefing for staff to raise concerns about individual children
- Gathering information from a previous school at transfer or transition

13. Training

All staff will be trained during staff meetings and Inset days so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

14. Monitoring arrangements

This policy will be reviewed every three years. At every review, the policy will be approved by the governing body.

Signed:

Date approved: February 2025

Date of Next Review: Spring 2028

