Primrose Hill Primary School

Mental Health & Wellbeing Policy

March 2022

Named Mental Health Lead: Amanda Aplicano (Pastoral Lead)

Named Governor with lead on mental health: Isabel Murphy

1. Why mental health and wellbeing is important

At Primrose Hill Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, 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. All children go through ups and downs during their school career and some face significant life events.

- The national prevalence of children and young people who have a diagnosable mental health condition is 9.6%. This equates to 4,652 children and young people in Camden
- The Mental Health of Children and Young People Survey 2020 showed that 1 in 6 5-16 year olds were identified as having a probable mental health disorder. This is an increase from 2017 when it was 1 in 9
- 92% of young people will experience a significant bereavement before the age of 16 years (Child Bereavement UK).

Mental Health difficulties can have an enormous impact on children and young people's quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children 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 children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also aim to ensure that children 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 difficulties and to be a school where:
- All children are valued.
- Children have a sense of belonging and feel safe.
- Children 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 wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

COVID and the lock downs have had and continue to have a huge impact on many children and young people's mental health, as well as on their families and on staff. Some will have experienced anxiety, stress, loss and bereavement and trauma that continue to have a lasting impact on their mental health and wellbeing.

2. Purpose of the policy

This policy sets out:
- How we promote positive mental health.
- How we prevent mental health difficulties
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health difficulties
- Key information about some common mental health difficulties.
- Where parents, staff and children can get further advice and support.

The Policy covers two essential principles of Mental Health provision in schools

1. Promoting positive mental health for all

2. Identifying and providing targeted support for those with specific mental health needs

3. Definition of mental health and wellbeing

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 wellbeing 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. How the policy was developed and who was consulted

The development of this policy was led by our Pastoral Lead for Social, Emotional & Mental Health Needs and our AHT Inclusion, in consultation with children, staff, parents and carers, the school nurse and local mental health professionals Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists. We use the Camden example policy as the basis of our policy.

In line with the school's process for policy development, the policy was discussed and approved by governors.

In developing this policy we have taken account of:
- State of the Nation 2020: Children and Young People's Wellbeing
- Teaching about mental health and wellbeing PSHE Association 2019
- Promoting and supporting mental health and wellbeing in schools and colleges DfE 2021
- Mental Health and Behaviour in schools DfE 2018
- Camden's example Mental Health and Wellbeing Policy March 2022
- Promoting children and young people's mental health and wellbeing Public Health England 2021

5. Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, ,online safety, PSHE, SEND, staff code of conduct and Equalities. Links with the School's Trauma Informed 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.

6. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent difficulties before they arise or worsen..

This encompasses seven aspects (that incorporate Public Health England's 8 principles of a whole school approach)

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands, including leadership and management that supports and champions efforts to promote emotional health and wellbeing and listen to the views of pupils
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.

5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services and monitoring the impact of interventions
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health difficulties and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.The COVID-19 pandemic has highlighted the scale of mental health difficulties and our aim is to reduce the stigma surrounding mental health to ensure that everyone feels able to ask for help if they need to be able to talk about their feelings and manage their emotions.

Our whole school approach also takes account of the stress and trauma that some pupils and staff are feeling as a result of the pandemic and incorporates 5 principles that have been found to support recovery

1. A sense of safety

2. A sense of calm

3. A sense of control

4. Feeling of belonging and there are people that can provide support

5. Promoting hope

7. **Staff roles and responsibilities, including those with specific responsibility**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective/ 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 difficulties and ensure that children with mental health needs get early intervention and the support they need.

Our school has been involved in Camden's Trauma Informed Practice initiative. All our staff have had training and are especially aware of pupils who have experienced trauma or who have experienced significant loss or bereavement, including pupils who have joined schools as refugees or have had to leave schools and the impact in terms of loss, friendships and transitions. As a result of training, staff are more knowledgeable about the long-term impact of trauma on mental health and are able to identify the signs and symptoms of mental health difficulties and therefore better meet their needs.

Staff continue to be aware that all pupils' experiences of the COVID-19 pandemic are different and that some pupils require additional support over a longer period of time. It is critical that the impact on wellbeing should not be under-estimated, and staff are aware that even those pupils who demonstrated positive mental wellbeing before the pandemic, may now require additional support

All staff understand possible risk factors that might make some children more likely to experience problems, such as: 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 should 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 *(see appendix 1 on risk and protective factors)*.

Staff are aware that supporting pupils' recovery from the impact of the pandemic entails focusing on

· **Relationships**-*enabling pupils to build positive friendships*

· **Recognition**-*noticing when pupils are in distress*

· **Reflection**-*helping pupils reflect on their experiences*

· **Regulation**-*helping pupils to self-regulate and use healthy coping strategies*

· **Resilience**-*helping pupils cope with change and adversity and recover quickly*

Our Pastoral Lead
- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE(personal, social, health and economic) teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Provides coordination and signposting of mental health support
- Along with AHT (Inclusion) and SENDCo is the first point of contact with mental health services, and makes individual referrals to them.

- · Is involved in strategic decision making around mental health across the school

- · Liaises with relevant staff including SENDCo, Designated Safeguarding Lead

We recognise that many behaviours and emotional difficulties 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 children with mental health needs and their families.

Sources of relevant support include:
- Our own Senior Leadership Team
- Our own Inclusion Leadership Team
- Our Safeguarding/Child Protection Lead
- Our Phase Leaders
- School support staff employed to manage mental health needs of particular children
- Our AHT (Inclusion) and SENDCO help staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our Leader of Learning for Children, Families and the Community
- Our School Nurse
- Our Art Therapist & Music Therapist
- The psychotherapist from Camden's CAMHS
- Our TOPS (Tavistock outreach in primary schools) team who provide support to individuals and their families.

In addition we aim to support staff members' own wellbeing and resilience. We recognise that teaching can be a stressful job and that in order to support children effectively , staff must develop their own emotional capacity. We have a menu of whole school, targeted and specialist support for staff.

8. Supporting children's positive mental health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health difficulties. Our School has developed a range of strategies and approaches including:

Pupil-led activities
- Campaigns and assemblies to raise awareness of mental health.
- Friendship Squad – a lunchtime group supporting younger children at lunchtime.
- Individual transition plans for children identified as feeling anxious regarding change
- School council who publicise key dates with posters etc
- Wellbeing tuck shop and fundraising led by the school council

Transition programmes
- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- Transition Programme for children new to school, including home visits, gradual build up to full-time and open afternoons.

Class activities
- Dojos, a mechanism where children can be praised for effort applied, tasks achieved and a collaborative attitude are given freely and work towards public praise.
- Worry boxes - where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times
- We also have a 10 week Resilience Programme for Year 5, delivered by our Pastoral Lead, as well as weekly circle times to help children learn personal, social and emotional, communication and problem solving skills.
- A 4 week friendship/empathy programme for year 4, delivered by our Pastoral Lead

Whole school

- Termly Mental Health breakfasts - Pastoral Lead runs breakfasts for staff to talk about mental health issues and do ongoing promotion
- Wellbeing postbox
- Anti-bullying week and activities
- National Children's Mental Health Week/Mental Health Awareness Week
- Displays and information around the School about positive mental health and where to go for help and support
- A range of bespoke mental health leaflets
- Growth Mindset
- Class charter
- Opportunities to do more physical activity and link being physically active to positive mental health eg daily mile

Small group activities
- Nurture classes for KS1
- Resilience Training
- Talkabout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict
- 1:1 Anna Freud ('I gotta feeling')
- Lego Therapy
- Dining Club

Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health difficulties.

Children at EYFS learn

- To begin to recognise and name one or two feelings
- How to calm down
- How their behaviour affects other people
- Begin to learn about empathy and understanding other people's feelings
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried

Key stage 1

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feeling
- How their behaviour affects other people

- About empathy and understanding other people's feelings To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down and self-regulate
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The importance of talking about feelings and who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2 children learn:
- What positively and negatively affects their mental and emotional health (including the media).
- The benefits to mental health of physical activity, time outdoors, community participation
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn
- That humans experience a range of emotions in relation to different experiences and situation
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.
- About how to manage friendship problems positively

9. Identifying, referring and supporting children with mental health needs

Our approach:
- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.

- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification
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. We do this in different ways including:
- SDQ (Strength and Difficulty Questionnaires),
- Analysing behaviour, exclusions, safeguarding concerns, visits to the medical room/school nurse, attendance and sanctions.
- Boxall standardised assessments.
- Staff report concerns about individual children to the relevant lead persons and upload onto My Concern.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Pastoral Lead (these are anonymous but give an indication of needs in a particular class regularly).
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.
- Using pupil wellbeing questionnaires to identify concerns

All staff at Primrose Hill have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health difficulty. Any member of staff concerned about a pupil will take this seriously and talk to the Pastoral Lead, AHT (Inclusion) or the SENDCO and representatives or number of staff from each KS who had external MHFA training.

These signs might include:
- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.
- Anxiety around the impact of social media, such as online bullying

Staff are aware that mental health needs, such as anxiety, might appear as non compliant, disruptive or aggressive behaviour which could include difficulties 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. If there is a medical emergency then the School's procedures for medical emergencies are followed.
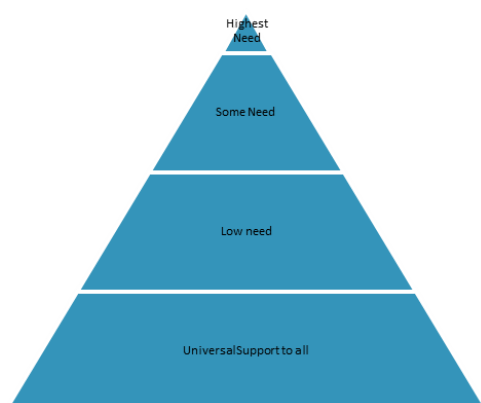
Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Pastoral Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	Evidence-based Intervention and Support-the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children *For example*	Monitoring
Highest need Getting Risk Support/Getting more help Those with complex needs and risk and those that don't	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies	All children needing targeted individualised support will have an

engage but have high need or who need more specialised support	Other External agency support Other interventions e.g. art therapy,	Individual Wellbeing plan drawn up setting out
	Referral to Camden Schools Inclusion panel for educational support	● The needs of the children ● How the pupil will be supported ● Actions to provide that support ● Any special requirements
	If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post Boxall profile and if needed a different kind of support can be provided.
Some need/Getting help to those who need some support that can be delivered in school	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, skills forlife/wellbeing programmes, circle of friends. Vulnerable children transition support	The Care Plan is overseen by the Pastoral Lead.
Low need	General support E.g. School Nurse drop in, class teacher/Teaching Assistant, Access to a supervised quiet room that pupils can go to if feeling overwhelmed and in need of some quiet time	

Children are informed that the Pastoral Lead is available when a pupil is dissatisfied with the level of care and support.

Support for friends
We recognise that when a pupil is experiencing mental health difficulties it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

We have a Friendship Squad comprised of KS2 children who aim to support children's social/ play skills during the lunch period.

Support for children after inpatient treatment

We recognise that some children will need ongoing support and the Pastoral Lead will meet with children on a regular basis. We are careful not to "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

10. Working with specialist services to get swift access to the right specialist support and treatment

In some cases a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We 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 children' Individual Care Plan.

School referrals to a specialist service will be made by the Pastoral Lead, AHT (Inclusion) or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Pastoral Lead, AHT (Inclusion) or SENDCO
TOPS (Tavistock outreach for primary schools)	Accessed through CAMHS, Pastoral Lead, AHT (Inclusion) or SENDCO

SEND and Mental Health

Persistent mental health difficulties may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN)or disability.

11.	**Involving parents and carers**

Promoting mental health
We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the School, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family *(see appendix 1)*. It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We organise a range of activities such as workshops on protective and risk factors, we advertise parenting groups in the newsletter, webinars and signpposting.

- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

- We host parent workshops, alongside outside professionals, to provide guidance on supporting children's mental health and more in-depth information on subjects such as, stress and anxiety

- We include the mental health topics that are taught in the PSHE curriculum section, on the School website

- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Supporting parents and carers with children with mental health needs
We are aware that parents and carers react in different ways to knowing their child has a mental health difficulties and we will be sensitive and supportive. We also aim to reassure by explaining that mental health difficulties are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (*In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.*)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give older children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

12. Involving children

Every year we train up a group of children as our Friendship Squad who lead on supporting peers during unstructured playtimes.

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek feedback from children who have had support to help improve that support and the services they received.

We will be training a group of children to be wellbeing champions in the summer term

13. Supporting and training staff

Our aim is both to support staff to be confident and skilled to support the mental health of children and young people but also to support staff's own wellbeing.

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 children and know what to do and where to get help. Our Pastoral Lead is a qualified 'mental health first aider' and a number of our staff have completed the 1-2 days course on mental health first aid.

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, such as celebrating Time to Talk Day, staff craft club, and our Staff Council (responsible for organising team building events both physical and non physical). We have 'duvet week' to ensure all staff leave work early for at least one week, to support that work-life balance. Staff also have access to Camden's counselling service and receive annual appraisal targets.

Staff questionnaires are used to help identify concerns and opportunities to improve our staff wellbeing provision.

Wellbeing strategies that support all staff

- Regular meetings or drop in times with SLT, half-termly meeting with key stage leaders and opportunities to meet and discuss concerns with their line manager
- Regular wellbeing check-in's led by SLT and line managers
- Training, including INSET days, support staff meetings and access to Camden's wellbeing and mental health workshops and support to staff programme
- Wellbeing breakfasts every term and end of term social events
- Regular information updates on mental health and wellbeing
- Staff noticeboard
- Annual wellbeing surveys and suggestion box
- Buddy scheme for new staff
- Opportunity to discuss wellbeing as part of twice yearly performance reviews
- Peer supervision and problem-solving discussions
- Information on mental health on the school's shared drive

Where staff need additional support they have access to:

- Advice in the staff handbook and staff section of the school website
- Art Therapy (3 staff)
- Camden counselling service and other free mental health support
- A Wellbeing room-2 dedicated spaces for staff to relax and eat
- Structured support and supervision

14. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by thePastoral Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendices

Appendix 1 Protective and Risk factors *(adapted from Mental Health and Behaviour DfE March 2016)*

	Risk Factors	Protective Factors
In the Child	- Genetic influences - Low IQ and learning disabilities - Specific development delay or neurodiversity - Difficult temperament - Communication difficulties - Physical illness - Academic failure - Low self-esteem	- Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - A positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the Family	- 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 - Death and loss – including loss of friendship	- 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
In the School	- Bullying (including online) - Discrimination - Breakdown in or lack of positive friendships - Deviant peer influences - Peer pressure - Peer on peer abuse - Poor pupil to teacher relationships	- Clear policies on behaviour and bullying - Staff code of conduct 'Open door' policy for children to raise problems - A whole-school approach to promoting good mental health - Good pupil to teacher/school staff relationships

			• Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, secual exploitation and the influence of extremism leading to radicalisation		• 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

Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs
Mental Health and Behaviour in School DfE March 2018
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Annex C includes definitions, signs and symptoms and suggested interventions for
- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3 Where to get information and support

For support on specific mental health needs
Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk
Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support
www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning)
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health