



Fleet Primary School

Fleet Road Hampstead London NW3 2QT

Tel: 020 7485 2028 Fax: 020 7485 5177

E-mail: admin@fleet.camden.sch.uk

Headteacher: Don McGibbon



Mental Health and Wellbeing Policy

This policy was agreed by Governors in **November 2022** and it will be reviewed in **2 years – November 2024**.

Named mental health lead **Rebecca Wall**

Named governor with lead on mental health **Margaret O'Sullivan**

1. Why mental health and wellbeing is important

At our school, 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. All children go through ups and downs through their school career/life 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:

"Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils". **DfE Mental Health and Behaviour in Schools November 2018.**

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 wellbeing 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 difficulties 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 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 and concerns 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 pupils with mental health needs
- How we train and support all staff to understand mental health difficulties and spot early warning signs to help prevent them getting worse and support pupils
- Key information about some common mental health difficulties
- Where parents and carers, staff and pupils can get 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 difficulties. We want all children/young people to:

- feel confident in themselves and be able to look after their mental health
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- be able to cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- be aware of when they might need help and be confident to seek help
- learn and achieve

4. How the policy was developed and who was consulted

The development of this policy was led by our Mental Health lead and SENDCO in consultation with pupils, staff, parents and carers, the school nurse and local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists. We used 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, supporting pupils with medical conditions, anti-bullying, behaviour for learning, online safety, PSHE, SEND strategy and the staff code of conduct/staff handbook. It also links to our SEN Information Report. Links with the behaviour for learning 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. 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 difficulties before they arise or get worse. This encompasses 7 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 that 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 pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils 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 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 difficulties. 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-their roles and responsibilities, including those with specific responsibility

All staff

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 difficulties and ensure that pupils 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 demonstrate positive mental wellbeing before the pandemic, may now require additional support.

All staff understand about possible risk factors that might make some children more likely to experience difficulties; such as a physical long-term illness, having a parent who has a mental health problem, death and loss (including illness related to Covid-19), 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 (*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

Mental Health Lead:

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff about teaching and organises training and updates
- Provides coordination and signposting of mental health support
- Keeps staff up to date with information about what support is available

- Liaises with the PSHE Coordinator on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services
- Is involved in strategic decision making around mental health across the school
- Liaises with relevant staff including SENDCo, Designated Safeguarding Lead

Our Mental Health Lead has taken part in the national senior mental health lead training.

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 pupils with mental health needs and their families. Support includes:

- Class Teacher
- Mental Health Lead/Deputy Head
- Safeguarding/Child Protection Lead
- Learning Mentor
- SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health difficulties mean they need special educational provision
- Emotional Literacy Support Assistants (ELSA)
- School nurse
- Camden Educational Psychologist
- Mental Health Support Team
- Trainee psychotherapist who provides 1:1 therapy to pupils who are referred and support staff to manage mental health needs of pupils-support can be offered in school or at an external agency

We ensure that every pupil knows who is responsible for and can help with mental health difficulties and publicise this through:

- Assemblies
- School Newsletter
- Class Meetings
- The school website
- Information pupils are given when they first join the school
- PSHE Lessons

8. Supporting pupils' positive mental health

We believe we have a key role in promoting pupil'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
- Peer mentoring
- Pupil Wellbeing Champions
- Wellbeing activities and fundraising led by the school council or ambassadors

Transition programmes:

- Transition Programme to secondary schools
- Bespoke transition group with the Mental Health Support team

Class activities:

- Zones of Regulation Activities and Displays
- Worry boxes
- Mindfulness sessions for pupils
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Rights Respecting Schools Award

Whole school:

- Wellbeing week
- Anti-bullying week and activities
- Displays and information in the newsletter about positive mental health, how to take care of our mental health, wellbeing activities and where to go for help and support in school and outside school such as local mental health services and online
- Opportunities to do more physical activity and link being physically active to positive mental health eg daily mile
- Kindness and wellbeing projects
- Class charter
- Zones of Regulation and self-regulation as an approach to behaviour management

Small group activities:

- Nurture groups
- Lego therapy

We also take opportunities to investigate new evidence-based approaches and provide information, advice and emotional and practical support during stressful times.

Teaching about mental health and emotional wellbeing:

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

Pupils 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

Pupils in Key Stage 1 learn...

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- 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

Pupils in Key Stage 2 learn...

- That mental health/wellbeing is a normal part of life, just like physical health
- That mental health difficulties are common and with support, especially if sought early, can help resolve them
- What positively and negatively affects their mental and emotional health (including the impact of the media, isolation and loneliness)
- 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 and self-care techniques, including rest, sleep time with friends and family, hobbies and interests
- About good and not so good feelings and how to recognise and talk about their emotions
- To be able to talk about the range and intensity of their feelings to others and judge whether what they are feeling is appropriate and proportionate
- 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 and the impact they have
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language) and the negative impact on mental wellbeing,
- About the importance of talking to someone if they are worried, recognising when they might need help and how to get help
- About how to manage friendship problems positively

We also have an 8 week wellbeing programme for Year 5, delivered by our Mental Health Support Team called Zone Detectives, and a weekly circle time to help children learn personal, social and emotional, communication and problem solving skills

Our approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils as paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils 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:

- Analysing behaviour, exclusions, safeguarding concerns, visits to the medical room/school nurse, attendance and sanctions
- Pupil progress and wellbeing meetings between Senior Leadership and staff
- Staff report any concerns about individual pupils to the Mental Health lead
- Teachers and wellbeing team meet to identify children who show potential mental health indicators to discuss how these children are best supported in school
- Worry boxes in each class for pupils to raise concerns
- Gathering information from a previous school at transfer or transition
- Parental meetings
- Enabling parents and carers to raise concerns through any member of staff
- Using pupil wellbeing questionnaires to identify concerns

All staff 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 difficulties. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Express 'hearing voices'
- Changes in activity or mood or eating/sleeping habits/hygiene
- Lowering 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 eg stomach aches and headaches 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 pupils and confidentiality

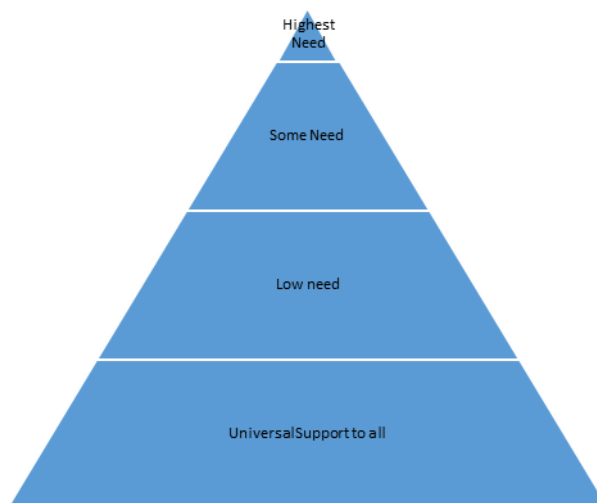
We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with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

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 Mental Health Lead and recorded. We then implement our assessment system which is based on levels of need to ensure that pupils 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 the difficulties getting worse.

Levels of Need



Here is a list of support and interventions. It describes the kinds of interventions and support that may be offered in relation to the level of need. However, children may move in and out and between levels.

Need The level of need is discussed regularly amongst the learning support team and SLT	Evidence-based Intervention and Support -the kinds of intervention and support provided will be decided in consultation with key members of staff, parents/carers and pupils	Monitoring
Highest need/Getting Risk Support/Getting more help Those with complex needs and risk and those that don't engage but have high need or who need more specialised support	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Referral to Camden Schools Inclusion panel for educational support 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.	Interventions are monitored, reviewed and evaluated to assess the impact and if needed a different kind of support can be provided.

Some need /Getting Help Those who need some support that can be delivered in school	Access to in school nurture group, school nurse, trainee psychotherapist, educational psychologist, 1:1 intervention, small group intervention, circle of friends, support from a key member of staff such as a form tutor or TA ELSA support Interventions from Mental Health Support Team, including parent support Emotional Based School Avoidance support/guidance Vulnerable children transition support	
Low need /Getting Advice Those who need advice and general support including signposting to services	General support e.g. school nurse drop in, class teacher/TA, Zones of Regulation Giving advice. Access to a supervised quiet space that pupils can go to if feeling overwhelmed and in need of some quiet time	
<p style="text-align: center;">Universal support to all Thriving-support to all to maintain positive mental health Activities that support all pupils' positive mental health (see above section 8)</p>		

Pupils are informed that the mental health 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 carers 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. Students can also access our Peer Support and Peer Mentoring programmes.

Support for pupils after inpatient treatment

We recognise that some pupils will need ongoing support and the Mental Health Lead will meet with pupils on a regular basis. We are careful not to "label" pupils.

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

When a child leaves an inpatient provision and is transitioning back to school we discuss and produce an individual plan for what needs to happen so the transition is smooth and positive.

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

In some case 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 with the pupil's and family's consent, will have regular contact with the service to review the support and consider next steps.

School referrals to a specialist service will be made by the Mental Health Lead 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.

Specialist Service examples such as	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead or SENDCo

Special Educational Needs or Disabilities (SEND) and mental health

Persistent mental health difficulties may lead to pupils 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 or disability

Parents and carers can access specialist services in our school local offer ([link to school website](#)) or Camden's local offer ([link to school website](#))

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 their children with 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 share information with the school in order for adequate support to be put in place.

To support parents and carers:

- 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 body image, stress and anxiety
- We provide information and websites on mental health difficulties 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 include the mental health topics that are taught in the PSHE curriculum, on the school website
- Our annual parent questionnaire includes questions about how well the school supports children's mental health

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 help 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 most case parents and 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
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed about any support and interventions the school has organised for their child, whether from within school or from external agencies

Parents and carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents and carers themselves.

We make every effort to support parents and carers to access services where appropriate. Our primary concern are pupils, 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 on our school website for parents and carers to access support for their own mental health needs.

12. Involving pupils

We train up a group of pupils as our wellbeing champions who lead on whole school campaigns on health and wellbeing.

We seek pupil's views about our approach, policy, curriculum and promoting whole school mental health activities and involve them in producing information about taking care of their mental health and how to get help if they need it.

We have an annual pupil questionnaire that includes questions about how well pupils think the school supports their mental health.

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

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 pupils and know what to do and where to get help (see Appendix 3). Teaching and support staff across all key stages have completed the national Mental Health First Aid training and have annual updates, to enable staff to offer an effective first response if pupils disclose they are struggling with their mental health.

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

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.

We have a staff wellbeing committee who continue to advocate for the wellbeing of all staff.

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
- 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
- End of term social events
- Wellbeing week (as much for staff wellbeing as the children's)
- Regular information updates on mental health and wellbeing
- Annual wellbeing surveys and suggestion box
- Opportunity to discuss wellbeing as part of 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 from the Mental Health Lead
- Camden counselling service and other free mental health support
- 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 the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Head Teacher: Don M^cGibbon Chair of Governors Signature: Marcus Boyland

Issue Date: November 2022

Review: November 2024



Fleet Primary School

Fleet Road Hampstead London NW3 2QT

Tel: 020 7485 2028 Fax: 020 7485 5177

E-mail: admin@fleet.camden.sch.uk

Headteacher: Don McGibbon



Appendix 1 Protective and Risk 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 Death and loss – including loss of friendship 	<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
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 issues A whole-school approach to promoting good mental health Positive classroom management A sense of belonging

		<ul style="list-style-type: none"> • 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



Fleet Primary School

Fleet Road Hampstead London NW3 2QT

Tel: 020 7485 2028 Fax: 020 7485 5177

E-mail: admin@fleet.camden.sch.uk

Headteacher: Don McGibbon



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 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

The DfE guide does not include specific information on suicidal thought

Suicide and Suicidal Thoughts

Suicide is the leading cause of young deaths in the UK. It is estimated that 1 in 4 young people experience thoughts and feelings about wanting to end their life. Some young people never act on these feelings but may openly discuss and explore them, some may show signs, such as, suicidal behaviours and attempts at suicide, while some young people may die suddenly from suicide without any apparent warning signs.



Tel: 020 7485 2028 Fax: 020 7485 5177

Headteacher: Don McGibbon



Appendix 3: Where to get information and support

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 difficulties

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

[illegible]

For support to develop a mental health and wellbeing policy please contact

alison.purchase@camden.gov.uk For support to use the Mental Health and Resilience Framework

(developed by Islington) to review mental health work in schools please contact

naila.hirani@camden.gov.uk