



DRAFT School Mental Health Policy

2019-20

This policy should be used in conjunction with:

Kew Riverside's Behaviour Policy

Kew Riverside's Safeguarding & Child Protection Policy

Kew Riverside's Stress Management Policy

Kew Riverside's Alcohol & Drug Abuse Policy

Kew Riverside's Code of Conduct

Kew Riverside's Health & Safety Policy

Kew Riverside's Bereavement Policy (DRAFT 2019)

Kew Riverside's 'Outdoors At Kew' Framework (DRAFT 2019)

Acknowledgements: This policy was developed using a range of professional and expert guidance. We also consulted some parents and staff. We are grateful to all of them. The content of this policy also references the *Charlie Waller Memorial Trust* and *Heads Together*, whose work to improve recognition of, and support for, mental health issues, is ongoing.

Introduction

According to the latest Government research, in an average classroom, 10% (three children in a class of 30) will be suffering from a diagnosable mental health condition. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for the many pupils affected both directly and indirectly by mental ill health. Kew Riverside Primary School has an important role to play, acting as a source of support and information for pupils, parents and staff. However, many school staff feel out of their depth when faced with issues related to mental health. This policy is designed to help the Kew Riverside community develop procedures and signpost support which will empower all to spot and support pupils, parents and staff in need of help and to follow appropriate referral pathways and procedures. A well-developed and implemented policy can prevent people from falling through the gaps.

“A boy in year 10 was suffering badly from anorexia and ended up in A&E – when staff were debriefed several of us realised that although we were very concerned about him, we had all assumed someone else was dealing with it – but nobody was. We now have a policy with a named member of staff who all these concerns are passed to.”

Charlie Waller Trust

Speak to someone

If you need to speak to someone right now, please contact one of the following 24 hour services:

SAMARITANS: 116 123 / www.samaritans.org

CHILDLINE: 0800 1111 / www.childline.org.uk

Other help is available by visiting the appendices at the end of this document.

If you are concerned about a child, you can contact the Designated or Deputy Designated Safeguarding Leads at Kew Riverside Primary School:

Alternatively, you may contact the Richmond Single Point of Access (SPA) on:

0208 547 5008 or make an **online** disclosure at https://www.richmond.gov.uk/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spa

In an emergency

If you think a child is in immediate danger you should call 999.

If you need to speak to someone urgently outside of office hours, please call the Duty Social Worker on 020 8770 5000.

Aim

The aim of this policy is to meet the mental health needs of our school community. It will set out how the school addresses children's mental health, how we support them and how we signpost help for parents. However, as a community, we also aim to support our families and staff with their own mental health. We want this to use clear language so that it can be an easy 'go to' document for those needing referral pathways.

This document can either be used as inspiration or a starting point. We will also provide additional links as well as websites and books where you can find further information about the mental health issues you are more likely to come across within our school. Guidance and advice documents, including advice from the Department for Education and Public Health are included.

What is mental health?

We all have mental health, just as we all have physical health. Being mentally healthy means that we feel good about ourselves, make and keep positive relationships with others and can feel and manage the full range of emotions.

These can range from happiness, excitement and curiosity through to less comfortable feelings such as anger, fear or sadness.

Good mental health allows us to cope with life's ups and downs, to feel in control of our lives and to ask for help from others when we need support.

Mental health spectrum

Mental health and mental illness are part of a 'spectrum', just as physical health and illness are. Throughout our lives, many different things can lead us to move up and down the spectrum such as the start or end of relationships, getting a new job or being made redundant, changes in physical health and good news or worries about those we are close to.

It is important to remember that recovery is possible, even from severe mental ill health, and that people with a mental ill-health diagnosis may be managing their condition well and still experiencing high levels of wellbeing.

Reasons Mental Health can be affected

Some of the factors that affect the mental health of youth are as follows:

- **Self-esteem** - This is the value we place on ourselves, our positive self-image and sense of self-worth. People with high self-esteem generally have a positive outlook and are satisfied with themselves most of the time.
- **Feeling loved** - People who feel loved, trusted and accepted by their parents and others are far more likely to have good self-esteem. They are also more likely to feel comfortable, safe and secure, and are better able to communicate and develop positive relationships with others.
- **Confidence** - Children should be encouraged to discover their own unique qualities and have the confidence to face challenges and take risks. Young people who are brought up to have confidence in themselves are more likely to have a positive attitude, and become happy and productive adults.
- **Family breakup or loss** - Separation or divorce or the loss of a parent or sibling is extremely painful. Finding ways to cope and adjust to the changes wrought by these events is critical for everyone, but particularly for children. How grief is handled

can affect young people negatively for years to come. If children are having difficulty coping, professional help is recommended.

- **Difficult behaviour** - When people are unhappy, they either internalise their unhappiness or act out. The latter usually appears as bad or difficult behaviour, such as using abusive language, being aggressive or violent, damaging property, stealing, lying, refusing to comply with requests or expectations at school or home, or displaying other inappropriate actions. If such behaviour is serious and persistent, the young person and his or her family might require professional help.
- **Physical ill health** - Diseases, injuries and other physical problems often contribute to poor mental health and sometimes mental illness. Some physical causes (such as birth trauma, brain injury or drug abuse) can directly affect brain chemistry and contribute to mental illness. More commonly, poor physical health can affect self-esteem and people's ability to meet their goals, which leads to unhappiness or even depression. In such cases, receiving the best possible treatment for both the physical problem and the resulting psychological consequences is key to optimal recovery to good mental health.
- **Abuse** - The mental health of abused children is at great risk. Abused children are more likely to experience mental disorders or mental illness during childhood and into adulthood.

Abuse may be physical, sexual, emotional (psychological or verbal) or neglect. Neglect is the most common form of child abuse and it is often associated with other forms of abuse, such as domestic violence, emotional and physical abuse. It may not always be evident or easily recognised. Regardless of the form it takes, abuse cannot be tolerated. Children need to be protected from abuse and helped to overcome its negative effects. Abuse can cause feelings of low self-esteem, lack of self-confidence, depression, isolation and anger - all feelings that impair a child's chance to lead a happy life.

Trust in others and feelings of being safe and cared for are key components to recovery from abuse. Few children are able to recover on their own. Support is critical, and professional counselling is sometimes required. If abuse is discovered early, the chances of a child returning to a healthy state of mind and avoiding serious mental disorders are greatly enhanced.

These are but a few of the factors that can affect children's mental health and contribute to mental illness. If you would like more information, a list of some reliable websites and resources is included at the end of this policy.

The five ways to wellbeing

Often, life events that are outside our control can damage our mental health, and this is made worse if we feel powerless to do anything about them.

One of the ways we can re-gain a sense of control and nourish our mental health is to remember 'the five ways to wellbeing' which have been found in research to improve mental wellbeing in children and adults.

Five ways to wellbeing

The following steps have been researched and developed.

1. Connect

There is strong evidence that indicates that feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world. It's clear that social relationships are critical for promoting wellbeing and for acting as a buffer against mental ill health for people of all ages. With this in mind, try to do something different today and make a connection.

Talk to someone instead of sending an email
Speak to someone new
Ask how someone's weekend was and really listen when they tell you
Put five minutes aside to find out how someone really is
Give a colleague a lift to work or share the journey home with them.

With children, we promote friendships and networks where children can have regular playdates and the PATHS® program helps staff to work through strategies that support emotional regulation and talk through their problems.

2. Be active

Regular physical activity is associated with lower rates of depression and anxiety across all age groups. Exercise is essential for slowing age-related cognitive decline and for promoting well-being. But it doesn't need to be particularly intense for you to feel good - slower-paced activities, such as walking, can have the benefit of encouraging social interactions as well providing some level of exercise.

Today, why not get physical? Here are a few ideas:

Take the stairs not the lift
Go for a walk at lunchtime
Walk into work/school - perhaps with a colleague – so you can 'connect' as well
Get off the bus one stop earlier than usual and walk the final part of your journey to work
Organise a work sporting activity
Have a kick-about in a local park
Do some 'easy exercise', like stretching, before you leave for work in the morning
Walk to someone's desk instead of calling or emailing.

For children, we promote a healthy lifestyle through our two hours of PE each week and PSHE curriculum. We encourage active, outdoor play and outdoor learning. The school take part in many sporting competitions and the mornings and afternoons often start with a stretch. We look at healthy eating in Design and Technology and caring for our bodies in Science.

3. Take notice

Reminding yourself to 'take notice' can strengthen and broaden awareness. Studies have shown that being aware of what is taking place in the present directly enhances your well-being and savouring 'the moment' can help to reaffirm your life priorities.

Heightened awareness also enhances your self-understanding and allows you to make positive choices based on your own values and motivations. Take some time to enjoy the moment and the environment around you. Here are a few ideas:

Get a plant for your workspace
Have a 'clear the clutter' day
Take notice of how your colleagues are feeling or acting
Take a different route on your journey to or from work
Visit a new place for lunch.

4. Learn

Continued learning through life enhances self-esteem and encourages social interaction and a more active life. Anecdotal evidence suggests that the opportunity to engage in work or educational activities particularly helps to lift older people out of depression.

The practice of setting goals, which is related to adult learning in particular, has been strongly associated with higher levels of wellbeing. Why not learn something new today? Here are a few more ideas:

Find out something about your colleagues
Sign up for a class/club
Read the news or a book
Set up a book club
Do a crossword or Sudoku or other puzzles
Research something you've always wondered about
Learn a new word.

We promote and celebrate children's interests and hobbies through show and tell, Hobbies Afternoon and KewZania that showcase children's interests. Assemblies also celebrate children's achievements outside of school, such as Judo belts and gymnastic medals. The Head's Award criteria covers children's independence, social responsibilities and emotional intelligence. Our values are aimed at instilling a lifelong love of learning.

5. Give

Participation in social and community life has attracted a lot of attention in the field of wellbeing research. Individuals who report a greater interest in helping others are more likely to rate themselves as happy. Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing.

The children at Kew Riverside are keen to support national and local charities and good causes. The Junior Leadership Team promotes working with the local elderly, raising funds for homelessness and hospice care and caring for the environment. Children regularly seek ad hoc permission to run cake, hot chocolate and second-hand stalls to raise funds for various causes and the Head's Award supports this.

Kew Riverside's Approach to Supporting the Mental Health of the School Community - Pupils

Our staff receive regular training from a variety of sources each year. Annually, all staff attend L2 Safeguarding training which focuses on spotting signs of concern in children and their families and how to support and refer. Our Designated Safeguarding Lead and Deputy receive L3 training and other specialist training within the local authority to support child protection and safeguarding concerns, especially when mental health concerns are evident.

We support the annual 'Mental Health Week' but it is also part of daily life at Kew Riverside. Some of the additional training attended includes:

- Mindfulness – to support relaxation and calming down techniques
- Yoga for children – as above
- Supporting Playground Games – To build an inclusive, turn-taking ethos
- Building Resilience - Personal Stress Management
- Trauma and Attachment – To help recognise signs of mental stress

- Harmful Practices – as above and also concerns arising from Domestic of 'Honour-based' Violence
- Sign of Safety – Using questioning skills to support leaders in getting to the needs of those involved
- Social Thinking – Supporting children to recognise their own mental states

On a weekly basis, leadership discuss the 'vulnerable' children within the school. These have been identified following a child protection concern or sometimes that parents are worried about a drastic change in mood or emotion. If we need to monitor further, we will discuss this with staff and what to look out for on a need-to-know basis.

The school have employed a full time ELSA (Emotional Literacy Support Assistant) trained Children's Mentor who works with group of children, usually with emotional or behaviour concerns. His role is to keep in touch with various children, ensuring they have support during difficult times and providing respite during the busy school day where they can talk through their worries etc. Anything of concern raised with the Children's Mentor is referred to the Designated Safeguarding Lead (DSL).

Alongside the school's internal support structure, the Educational psychologist provides guidance, workshops and professional development as well as strategies to support mental health. We also have the services of a Play Therapist. Play Therapy is a form of psychological therapy in which play and creative arts techniques are used as means of helping children express or communicate their feelings.

The PATHS Programme

The school is a member of a 3-year pilot project with the Internationally renowned PATHS® Programme, linked to the UK charity, Barnardo. PATHS® stands for Promoting Alternative Thinking Strategies and empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. We believe that implementing The PATHS® Programme will improve outcomes for the children in our school.

With the removal of PSHE from the National Curriculum, Kew Riverside wanted to provide children with an effective social-cognitive programme because children often show difficulties in social problem-solving, self-control, affective understanding and self-esteem. The PATHS® Programme for Schools (UK Version) provides our teachers and other adults with a systematic developmental procedure for enhancing social competence and understanding in children. It addresses the following goals:

Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.

Attributional processes that lead to an appropriate sense of self-responsibility.

Increased understanding and use of the vocabulary of logical reasoning and problem-solving, e.g., "if...then" and "why...because."

Increased understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.

Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.

Increased understanding of how one's behaviour affects others.

Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.

Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions.

Source: <http://www.pathseducation.co.uk/>

PATHS lessons are followed twice each week for every class. A member of Barnardos is assigned to the school and will 'team teach' with staff and run professional development and parent workshops to further enhance the impact of the program.

The most used PATHS® Program strategy that children use when stress leads to inappropriate emotions is the TURTLE.

Do the TURTLE

- Stop
- Take a breath
- Talk through the problem

This is reminded through class and playground display, assemblies and PATHS® lessons.

Support books to read with and to children

We often use literacy in school to talk through feelings and emotions with children. The appendix has a list of books the school use.

Social, Moral, Spiritual and Cultural (SMSC)

SMSC is a thread that runs throughout life at the school – through our rules, themes and curriculum. All schools in England must show how well their pupils develop in SMSC. Having a strong understanding of SMSC allows children to recognise when other children or adults are struggling to cope.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development is shown by their:

ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

sense of enjoyment and fascination in learning about themselves, others and the world around them

use of imagination and creativity in their learning willingness to reflect on their experiences.

Ofsted definition of 'spiritual development'

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and

ability to understand and appreciate the viewpoints of others on these issues.

Ofsted definition of 'moral development'

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Ofsted definition of 'social development'

Pupils' social development is shown by their:

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Ofsted definition of 'cultural development'

Outdoors At Kew (OAK)

There is a growing body of research and literature that discusses the benefits of children spending time outdoors. Our 'OAK' program:

- Promotes healthy development in a stimulating learning environment (Louv, 2005; Selhub & Logan, 2012; Maynard, 2007).
- Enhances opportunities for free play, such as access to 'loose parts' that inspire creativity (Gray, 2013; Hughes, 2009).
- Encourages children to take appropriate risks to learn risk assessment and self-regulation (Gill, 2010).
- Fosters social skills and peer-group relations (Knight, 2013; Porter, 2003).
- Nurtures a connection to the natural world and an understanding of environmental stewardship (Chawla, 2007; O'Brien, 2009).

The OAK program will take participants' holistic development into account, considering well-being, social connection, and environmental awareness just as important as (and arguably necessary for) academic achievement. Benefits associated with outdoor learning are improved mental and physical health (reducing stress and increasing physical fitness), support of emotional and social development, and the strengthening of children's relationships to their local area and the greater natural world.

The particular activities that take place during OAK are unique to our location and the children's interests. However, there are a few common threads that help define what OAK is:

- It takes place entirely outside, all year round, in all weather (except for dangerous weather conditions like extreme temperatures or thunderstorms)
- It supports the holistic development and needs of the children
- It's a mixture of adult and learner-led and includes time for free exploration
- It involves regular and frequent visits, preferably to the same area with the same group of people
- It promotes appropriate levels of risk-taking, like river work, climbing, firefighting, creating and using tools and interacting with the natural environment

Links with external agencies

Some parents and carers may need support from professionals outside of the school setting to achieve a successful learning journey. At Kew Riverside, we work closely with colleagues from outside agencies and services to support the needs of the children in school. Permission is always sought from parents/carers when involving these agencies.

Outside agencies include:

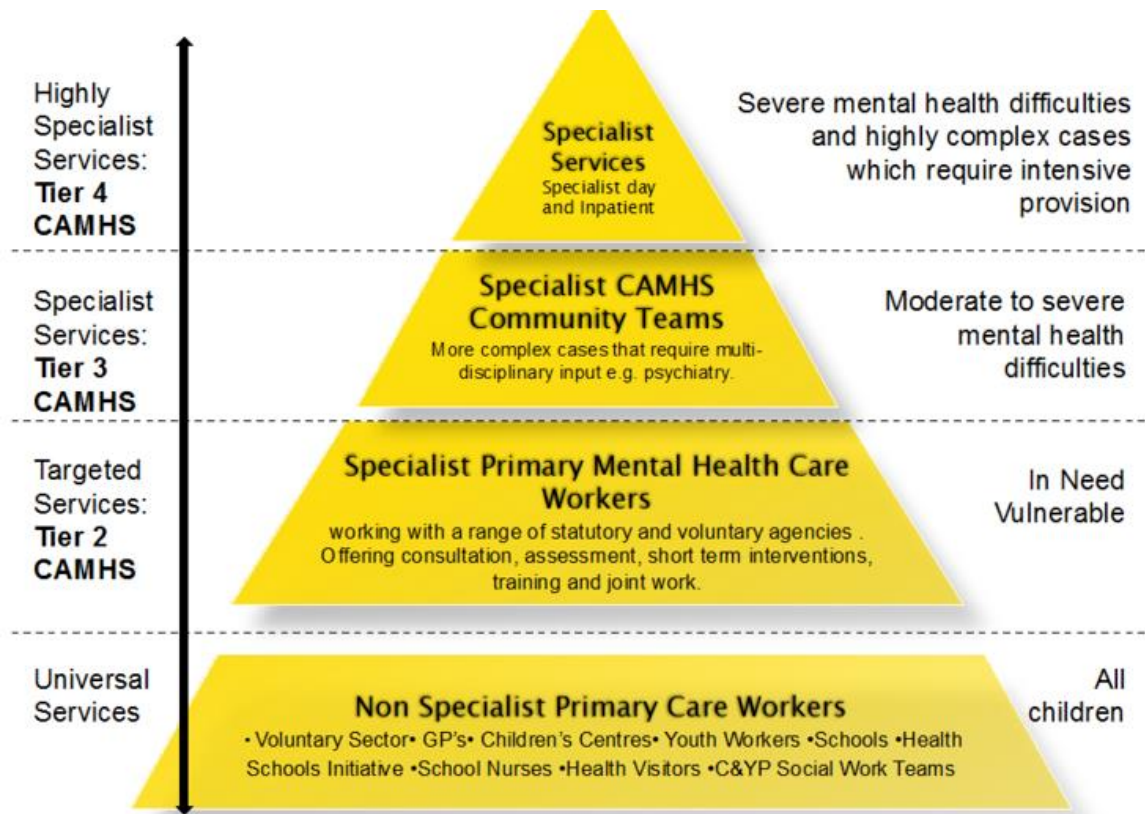
- The Educational Psychologist
- The Speech and Language Therapist
- The Physiotherapist
- The Occupational Therapist
- The School Nurse Service
- Educational Welfare Service

The London Borough of Richmond, through Achieving for Children also offer support through:

<https://www.afcinfo.org.uk/pages/community-information/information-and-advice/about-the-fis>

We may also work with CAMHS (Child and Adolescent Mental Health Services (CAMHS)). CAMHS are specialist mental health services for children and young people. They offer assessments and treatments for children and young people who have emotional, behavioural and mental health difficulties.

Within CAMHS, there are different levels of support. Referrals and assessments will identify which level of support a child or young person will need to access. Nationwide, CAMHS services are divided as follows:



Tier 2 Richmond and Kingston CAMHS

In Richmond and Kingston, Tier 2 CAMHS services are provided by Achieving for Children.

This service is called the **Emotional Health Service** which has an early intervention approach for children and young people, who experience prolonged periods of emotional distress and present with difficulties that fall within the mild-moderate range of mental health disorders.

Tier 2 offers assessments and treatments with the aim of helping to improve a person's ability to function and cope with the difficulties that they have. To access this service, a child or young person has to live in the boroughs of Richmond and Kingston.

The Emotional Health Service offers the following:

- General assessments for emotional distress/mental health conditions
- Risk assessments around issues connected to the young person's mental health
- Screening for ASD and ADHD
- Cognitive Behaviour Therapy (CBT)
- CBT group work for anxiety
- Behavioural interventions
- Art psychotherapy
- Interpersonal Psychotherapy for Adolescents (IPT-A)

- Family therapy
- Psycho-education and parent work to support families
- Consultations and network meetings with other professionals

This service works with children and young people up to the age of 19 years old who have a Richmond or Kingston home address. The focus of this service is early intervention and prevention, including consultation, training and short term direct therapeutic interventions. We are very happy to have a discussion with you if you are worried about a child or young person.

Referrals will be accepted into Tier 2 when:

- The problem is a mental health problem and is having a significant impact on the child's general functioning and
- the problem is not resolving despite interventions from universal (Tier 1 for example school based interventions or counselling with school nurse) services located in school or the community and
- the difficulties are present at home and in addition may be present at school or in the community.

This may include persistent moderate presentations of the following in the child or young person which cause significant distress:

- Anxiety problems: panic or phobia including not wanting to go out of the home/finding it difficult to go to school, obsessional and compulsive behaviours
- Low mood
- Superficial self-injury without suicidal intention or plans
- Psychosomatic complaints such as stomach aches or headaches where physical medical concerns have been ruled out
- Eating problems and concerns about weight (that may lead if untreated, to an eating disorder)
- Difficulties in coping with everyday life after experiencing a trauma or significant life event

Concerns about possible ADHD or ASD will be screened and if necessary stepped up to Tier 3 CAMHS for specialist assessment and diagnosis.

If a child/young person has a diagnosis of ADHD or ASD and there are significant behavioural or emotional well being concerns, despite attendance at a specialist parenting group, Tier 2 will be able to offer specialist intervention.

All referrals are managed through the Single Point of Access (SPA) Teams.

Any professional, who has parental consent, can make a referral to CAMHS. All referrals should have prior consent from the young person and /or the family. Following acceptance of a referral you and / or the family may be offered a consultation to discuss your concerns in more depth. Alternatively the family or young person will be invited to opt in to a Choice Assessment appointment.

Parents/carers can also refer on their children's behalf.

Tier 3 and 4 Richmond and Kingston CAMHS

Tier 3 and Tier 4 services are provided by South West London and St George's Mental Health Trust.

Tier 3 offer assessments, diagnosis and treatments to children and young people who have signs and symptoms of an emerging mental health disorder which is having a global impact on their ability to function.

Tier 4 offers inpatient services for children and young people with exceptionally high levels of distress and complex mental health disorders. To access these services, a child or young person has to have a GP registered within the boroughs of Richmond or Kingston.

The Emotional Health Service and Tier 3 CAMHS will offer a Choice appointment to assess the presenting difficulties a child or young person has. During this appointment, a range of options will be provided; the child and young person will then choose their preferred option.

Tier 3 Richmond and Kingston CAMHS offer the following:

- General assessments for emotional distress/mental health conditions
- Risk assessments around issues connected to the young person's mental health
- Psychiatry assessments
- Screening for ASD and ADHD
- Emergency psychiatric assessments at Kingston Hospital
- Child Psychotherapy
- Cognitive Behaviour Therapy (CBT)
- Family Therapy
- Psycho-education and parent work to support families
- Consultations and network meetings with other professionals

If a young person has an Eating Disorder, there is a specialist service at Springfield Hospital where they will be referred to from Tier 3 CAMHS.

For a comprehensive assessment and diagnosis of ADHD or ASD, both the Emotional Health Service and Tier 3 CAMHS will refer a child or young person to the neurodevelopmental service at Springfield Hospital.

Speak to your GP or the school - who can refer you to your local CAMHS;

Search online for 'Child and Adolescent Mental Health Services' in your area.

Your local NHS Trust website should have the details. It is highly likely that your child will still need to be referred by a professional <https://www.swlstg.nhs.uk/>

Young Carers

Sometimes, children need support because they care for a younger sibling or a parent due to an adult's ill-health, mental health or substance abuse. Being a 'Young Carers' may affect a young person's health, social life and self-confidence.

Many young carers struggle to juggle their education and caring which can cause pressure and stress.

In a survey, 39% said that nobody in their school was aware of their caring role.

26% have been bullied at school because of their caring role.

1 in 20 miss school because of their caring role.

But young people can learn lots of useful skills by being a young carer.

The Young Carers Trust offers support for these children and young people by providing respite care. These services are delivered by Carers Trust Network Partners, which are independent charities offering young carers the chance to be young people free from their caring responsibilities through trusted activities, clubs, outings, holidays and one-to-one support.

In Richmond we are lucky to have the effective support of <https://www.richmondcarers.org/services/services-for-young-carers/> and for SEND children and families <https://www.metooandco.org.uk/>

Kew Riverside's Approach to Supporting the Mental Health of the School Community - Parents

Many of the links listed below will signpost adults to the appropriate help they need.

As a small school, we get to know families very well. Our 'first-name-terms' approach removes any pre-conceived divisions or hierarchy and allows parents and teachers to have a dialogue that stresses their common focus - that of the child's welfare. We make it as easy as possible for parents and carers to contact a member of staff so that concerns can be shared early.

Some of the ways the school can support parents is as follows:

- If families are under financial stress, the school's vulnerable child funds (through donations raised by the PTA) can help cover the costs of school trips, uniform and other items. Other family issues can be signposted to the appropriate agencies (see appendix)
- Parents suffering from anxiety and depression may feel they cannot bring their child to school. Where appropriate, the school may collect the child from home or bring families together to share the school-run.
- In association with Barnardo's and PATHS, the school supports families with workshops that help with a consistency of approach at home as well as school.
- Parking around the school is difficult but made more so when you have children with disabilities. The school can accommodate drop-off at the Courtland's Road entrance for those with mobility or other issues.

We never want a problem to get to the point where parents feel helpless. We want the school to be a hub and even a place of respite. We welcome parents and carers to come and talk, have a cup of tea and a friendly ear.

Suicide Prevention

If you or your friend are in need of immediate help, **CALM's helpline and webchat** are open 5pm to midnight every day 0800 58 58 58.

Self-Medication – Substance Abuse

We realise that at times, parents and carers may turn to drugs and alcohol to self-medicate mental health issues. As a school, we have a duty of care to the child first and foremost to ensure they are safe from harm. However, we also want to support those adults who seek help.

Addiction Support and Care Agency - Support for families and carers including one to one counselling, group meetings and information

02089 401160 www.addictionsupport.co.uk

Support for families and carers including counselling, group meetings and holistic therapies. Services in Richmond and Kingston.

Carers group in Richmond meets on Tuesdays 6.30-8pm

Carers group in Kingston meets on Thursdays 6.30-8pm

Drug and alcohol support

If you need support with drug or alcohol use, or are worried about someone else, there is a wide range of free services which may be able to help. Confidential treatment options include advice, assessment and counselling.

Richmond Drink Checker

<https://www.richmond.drinkchecker.org.uk/>

The website has an alcohol drink check test to support residents to recognise if drinking is harming their health, signposting to advice, support and treatment if necessary. The site was created to help people understand more about alcohol and its effects.

Referral to local services is via the GP or other health or social care professionals. Self-referral is also possible to most services.

Richmond Integrated Recovery Service

This multi-disciplinary service works with adults who live in Richmond and experience problematic alcohol or substance misuse issues. They provide a range of different treatments and interventions.

Contact the service on 020 8891 0161 or at referrals.richmond@cgl.org.uk

Worried about someone's substance misuse / or have questions about drugs:

Talk To Frank offers confidential helpline to anyone in the UK concerned about drug use

<https://www.talktofrank.com/>

Kew Riverside's Approach to Supporting the Mental Health of the School Community - All Staff

We recognise that staff may also need support to reflect on particular challenges or events inside or outside of work. Whilst the school works to address many issues that cause staff stress inside of school, such as:

- Behaviour of children or parents
- Behaviour of a colleague, including leadership
- Excessive workload
- Unreasonable demands

we also encourage staff to seek out the following to support their mental health:

- Family and friends outside school
- Colleagues and friends in school
- Their line manager
- Leadership, including headteacher
- Governors – especially Safeguarding Link
- Occupational Health through the school service

Staff Wellbeing & Counselling Service

0208 547 5160 – sarah.kitt@kingston.gov.uk

Self-referral service offering a confidential 1:1 service for all staff.

- Single or several meetings
- Support
- Further referral
- Stress counselling

Specific Guidance for Teachers

<https://www.mentalhealth.org.uk/file/3710/download?token=jhT1lkV9>

How will we disseminate this policy to the community?

We will...

- introduce the policy as part of a staff training session, leaving time for questions
- provide copies of the policy for staff to browse in the staff room
- email a copy or direct link to the policy to all staff; also on the school's website
- share salient points from the policy with pupils via PSHE or PATHS
- add the policy as an agenda item for discussion at a governing body meeting
- highlight the new policy as a news item or blog post on our website
- share the policy in the newsletter with parents
- include information about the policy as part of all new staff induction

Another benefit of disseminating our policy well is that it can be a good way to bring the topic of mental health to the fore and get pupils, staff and parents talking about it. In many schools, mental health can feel like a bit of a taboo topic so this can be a really healthy change. Mental health issues can be ongoing for a long time. They can highly impact on a pupil's ability to access school. We need to ensure that all members of staff are realistic in their expectations

of affected pupils in order to ensure those pupils are not placed under undue stress which may exacerbate their mental health issues. Our expectations should always be led by what is appropriate for a specific pupil at a specific point in their recovery journey rather than by what has worked well for others, so we always need some degree of flexibility. Expectations we might want to consider addressing include:

- Academic achievement
- Absence and lateness
- Access to extra-curricular activities including sport
- Duration and pace of recovery
- Ability to interact and engage within lessons

Our policy is a key place to signpost relevant sources of support. We have set out what support is available at school and ensure that we have been clear in communicating what support is available, who it is available for, how to go about accessing it and what will happen if they do. We have highlighted relevant local support where possible. This range of charities and other local services can be accessed freely or at very low cost. There are pockets of knowledge on such topics amongst staff and parents and we have tried to gather this information in our policy also so that it is easy to access centrally when most needed.

Finally, we have highlighted the many national charities and organisations which can provide support and information on a range of issues. We aim to review the policy every three years. Ideally, our policy should be an evolving document which reflects the developing best practice in our school. The policy will be instantly be updated when named people change. We are very happy to take feedback to develop this policy further.

Appendices

Useful Links and Resources

Government Advice on Mental Health

Mental Health and Behaviour in Schools – November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Guidance: Wellbeing and mental health: Applying All Our Health - Updated 21 February 2018

<https://www.gov.uk/government/publications/wellbeing-in-mental-health-applying-all-our-health/wellbeing-in-mental-health-applying-all-our-health>

Health & Safety Executive: Mental Health at Work

<http://www.hse.gov.uk/stress/mental-health.htm>

Tackling Stress Workbook

<http://www.hse.gov.uk/pubns/wbk01.pdf>

Mental Health Charities

Heads Together - <https://www.headstogether.org.uk/about/>

Heads Together is a mental health initiative spearheaded by The Royal Foundation of The Duke and Duchess of Cambridge and The Duke and Duchess of Sussex, which combines a campaign to tackle stigma and change the conversation on mental health with fundraising for a series of innovative new mental health services.

Calm – Campaign Against Living Miserably - <https://www.thecalmzone.net/help/get-help/> - **0808 802 58 58**

Together as One - <https://www.togetherasone.co.uk/> - **07504 824657**

Run entirely by clients and volunteers, we are the Twickenham based organisation providing support for anyone experiencing loneliness or social isolation, particularly as a result of mental health issues.

Richmond Wellbeing Service - <https://www.richmondwellbeingservice.nhs.uk/> - **020 8548 5550**

At the Richmond Wellbeing Service, our philosophy is to help people get the psychological services they need quickly and easily, without having to jump through any unnecessary hoops, so we have a very simple set of rules for who we can help.

Richmond Fellowship - <https://www.richmondfellowship.org.uk/> - **020 7697 3300**

Our approach to recovery makes sure we're focused on individuals' recoveries in everything we do as an organisation. We work with experts in the field, such as the [Implementing Recovery through Organisational Change \(ImROC\)](#) programme team, who are helping us to ensure that recovery principles are embedded consistently across our wide range of services.

EACH – Enabling Change, Rebuilding Lives - <http://www.eachcounselling.org.uk/> **020 8577 6059**

If you have mental health issues, our drop-in centre in **Hounslow** can help you to socialise and meet other people with similar experiences, to build a support network.

The drop-in operates from the Star Centre 3 days per week - Monday, Wednesday and Sunday.

MIND - <https://www.rbmind.org/> - **020 8948 7652**

Richmond Borough Mind is rooted in the local community and exists to meet local mental health needs. Our vision is of a society where people who experience mental health issues and their carers enjoy a good quality of life within their local communities.

The Anna Freud Centre - <https://www.annafreud.org/on-my-mind/>

The Anna Freud National Centre for Children and Families offers a range of specialist treatments and assessments and for children, young people and families. The service is made-up of highly experienced clinicians from a wide range of disciplines including

Clinical Psychology, Child and Adolescent Psychotherapy, Psychiatry, Play Therapy, Social Work and Family Therapy.

Kew Riverside have also joined with 'Schools in Mind' through <https://www.annafreud.org/on-my-mind/>

Relate

Relationships with family, partners, friends and colleagues play a big part in how happy we are. Whether you're facing difficulties, looking to strengthen your relationships, or want help thinking things through Relate can support you. Relate can help you if you're single or in a relationship, straight or gay, young or old. Services include relationship counselling for individuals and couples, family counselling, counselling for children and young people and sex therapy.

<https://www.relate.org.uk/>

London South West Relate:

1A Hill Street (entrance on Water Lane), Richmond, TW9 1SX

Tel: 0333 320 2206 E-mail: appointments.londonsw@relate.org.uk

Services offered

- Relationship Counselling
- Family Counselling
- Children and Young People's Counselling
- Sex Therapy

Family and Parenting Support

Children don't come with a manual and whilst all parents wish to raise calm, happy, healthy, inquisitive children who are eager to learn, we can all face challenges in parenting.

Regardless of the reason, parents do not need to face the challenges on their own. There is free help and support in the local area. Parents can self-refer to either the Family Support Service through the Single Point of Access (Richmond SPA) or they can self-refer to attend various relevant parent courses in the borough.

If you struggle with your child's behaviour at home or are concerned about their emotional wellbeing, please talk to their class teacher or the leadership to discuss support.

<https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/parenting-support/parent-carer-training-courses>

Karen Williams, Parenting Officer, Achieving for Children, Phone : 020 8547 6965/07771974388

Children with SEN(D)

Children and young people with complex health needs and neurodevelopmental conditions are at higher risk of developing emotional-wellbeing problems. We added some - but not exhaustive list - of voluntary organisations below that support families of children with common neurodevelopmental problems:

NAS (National Autistic Society)

NAS is the leading UK charity for autistic people and their families.

<https://www.autism.org.uk/>

NAS Richmond Branch: <http://www.richmondnas.org>

ADDISS

The National **A**ttention **D**eficit **D**isorder **I**nformation and **S**upport **S**ervice provide people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - individuals with ADHD, parents, teachers and health professionals.

ADHD Richmond & Kingston

A voluntary organisation support group that has been set up to provide support and information to parents, carers and families of children diagnosed with ADHD. The events are free and they also welcome practitioners, teachers, social workers, health care professionals.

Skylarks

Founded as Me Too and Co in 2006 and rebranded as Skylarks in 2019, this Richmond based charity provides a one-stop shop of therapies and creative activities for children with disabilities and additional needs and practical and emotional support for parents and carers.

<https://www.skylarks.charity/>

The CrossWay Centre, 306 Richmond Road, East Twickenham TW1 2PD

Tel: [07946 646033](tel:07946646033)

Email: info@skylarks.charity

Self Help and Resources

Device Apps

The following apps are available for android and IOS

Headspace

SAM

Smiling Mind

What's Up?

Catch It

Source: <https://www.afcinfo.org.uk/pages/young-people/information-and-advice/emotional-health-service/self-help-and-resources>

Effective Strategies

5 Steps to Help a Mate

1. ASK

Encourage them to open up. Don't be afraid to use the word suicide.

2. LISTEN

Listen without judgement.

3. MAKE A PLAN

Create structure, set simple goals. If they're suicidal, stay with them and call 999.

4. BUILD A SUPPORT SQUAD

Call in family and friends. Share details of CALM and Samaritans.

5. KEEP CHECKING IN

Don't stop once your mate feels better. Nothing beats regular meet ups (and hugs).

Source: CALM

Support books to read with and to children

Emotions

If you're happy and you know it – Anna McQuinn & Sophie Fatus

Let's Talk about feeling jealous – Joy Berry

I Hate Everything – Sue Graves
A Volcano in my Tummy – Elaine Whitehouse & Warwick Pudney

Throwing Tantrums – Joy Berry

Anna Angrysauros – Brian Moses & Mike Gordon

Tiger has a Tantrum – Sue Graves & Trevor Dunton

My Big Brother Bobby – Rebecca Dauer

Stress about school

Schoolltime for Sammy – Brimax Publishing

Teenie Weenie in a Too Big World – Margot Sunderland

Feeling alone

The Invisible String – Patrice Karst

Bullies to Buddies – Izzy Kalman