



## Mental Health Policy

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# Mental Health Policy

## European School Mol

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## Introduction: Whole school approach: nursery, primary, secondary

At our school, we are committed to supporting the mental health and wellbeing of our pupils, students, and staff. Our culture is supportive, caring, and respectful. We encourage our children to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. Positive mental health is everybody's responsibility it is a mindset and not an action.

## Policy aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## Key staff members:

- School Psychologist
- School Counsellor
- School nurse
- School doctor
- Pedagogical advisors secondary
- Care team nusary/primary
- Support coördinator
- Class teachers

## Signposting

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours. The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it

## Identifying needs and warning signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the school psychologist or counsellor.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly.
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism

## Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe.

### Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.

## Children and their context

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary. We aim to support parents as much as possible. This means keeping them informed about their child and always offering our support by:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.

- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum

## Supporting peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

## CARE– team (Nursery-Primary)

The Care Team at ES Mol is present in the Nursery and Primary Cycle. The Care Team allows for the exchange of relevant information (often including cases of Educational Support) in a confidential way to inform the key people in the School and divide tasks.

Present at these meetings are:

- Deputy Director
- School Psychologist
- School Nurse (if needed)
- Emo-team
- Educational Support Coordinator (if needed)

Each member is frequently in contact with the class teachers, support teachers, L2 teachers, as well as the SEN assistants, parents, assistance services, and the external specialists at School, depending on his/her function. Staff members are encouraged to contact the Care Team if they have a concern or question about a pupil.

The purpose of these meetings is, to take into account, the behaviour and needs of pupils requiring special attention, and to strive to respond to them in the most appropriate way.

## EMO – team (Nursery-Primary)

This role is multi-disciplinary and requires collaboration with the educational staff and support team (the school's CARE team, psychologist and counsellor) to promote children's emotional well-being and academic engagement within the nursery and primary cycles of the school.

This involves working on a one-to-one basis with children who present with emotional well-being concerns linked with mental health and educational difficulties. The role will involve helping with the assessment of the concerns raised, through observation and consultation, and delivery of individual interventions.

In order to create and strengthen support networks the role requires:

- attending CARE team meetings
- observation of a child in the school setting (classroom, playground, canteen)
- consultation with family and teachers

- providing support, guidance and advice to individual children, their families and teachers.
- collaborate and support teachers in developing strategies within their classroom to support a child's mental health and well-being. This may also include interventions which are designed for small groups or the whole class.
- provide support to teachers in cases when an immediate response or intervention is required
- ensuring comprehensive records of observations, assessments, consultations and interventions are maintained and stored in a secure, confidential manner
- records must be in a format which allows for their subsequent use for referrals to agencies outside of the school by the school psychologist
- ensuring and maintaining the ethical principles of consent and confidentiality, in combination with school policies regarding child protection and all legal and ethical aspects relating to children.

Contact:

[gallacmi@teacher.eurisc.eu](mailto:gallacmi@teacher.eurisc.eu) (Psychologist)

[fenny.heemstra@teacher.eurisc.eu](mailto:fenny.heemstra@teacher.eurisc.eu) (Toegepast psycholoog)

## Mental health actions in secondary school

Well-being hour planned in the timetable for students in S1-5. This period is guided by the class teacher. The program is for 65% planned per year group and the other 35% of the lessons can be adapted to the needs of the class or individual pupils. In all year's 5% of the time is used to inform pupils about the support system in our school: colleague visiting the lessons to present themselves: nurse, psychologist, student president, educational advisors, .. 30% is focussing on our anti-bullying program KiVa, 30% of the lessons focus on learning to learn skills adjusted to the age group. The last 35% can be used flexible to the needs of the class.

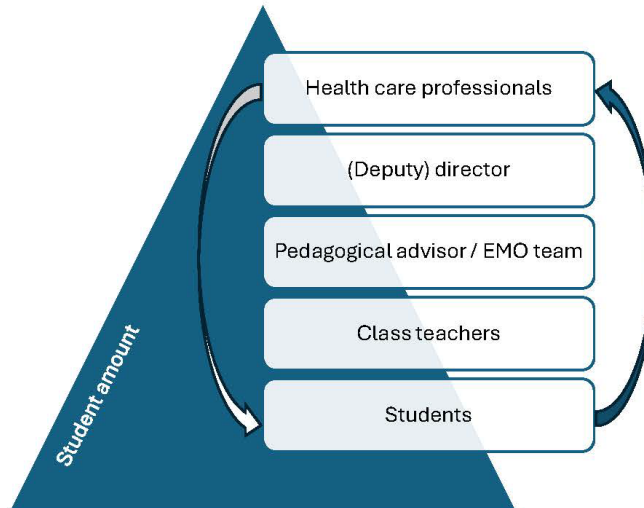
The class teacher monthly meets with the educational advisor, who can be assisted by the psychologist or counsellor or nurse or support coordinator, career guidance coordinator. During these meeting the focus is on harmonising the well-being lessons, as well as sharing concerns about individual pupils: academic performance, absences, stress level, failure anxiety, difficult home situation, etc. and together looking for the best way to approach these challenges.

Permanent training of staff, specifically class teacher in the fields mentioned above is important. This to be able to support and maintain a school environment where positive mental health is everybody's responsibility.

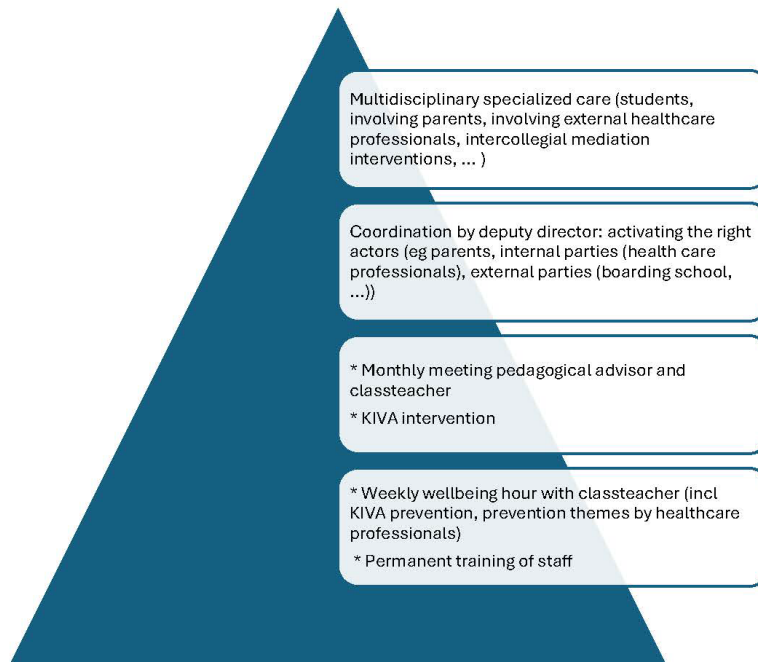
## Policy review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

**FLOWCHART MENTAL HEALTH POLICY (version1.0)**



**SECONDARY SCHOOL**



PRIMARY SCHOOL

