

Mental health and Well Being Policy The Wolds Federation



Policy Statement

Mental Health is a state of wellbeing 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. (World Health Organisation)

In our school our Christian Vision shapes all we do. Our federation is three small, distinctly different but intrinsically connected schools. We aspire to be individually inspiring places and together outstanding.

Our vision is that our children are at the centre of our schools, our communities, our Churches.

Our motto Love, Laugh, Live, Learn is our motto which is deeply rooted in scripture and how we express our vision.

Love, we are a caring, compassionate community that welcomes everyone

Laugh we strive to be a place of joy for all.

Live we live life to the full, preparing children for all life has to offer

Learn we are a learning community, developing lifelong learners, a place where the whole child is nurtured to grow in God's love.

In addition we aim to promote positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental health and wellbeing issues.

Scope

This policy describes the school's approach to promoting positive mental health and wellbeing. It is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues.
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead members of staff

All staff have a responsibility to promote the mental health of pupils. However, the staff with a specific, relevant remit include:

Liz Harros DSL and Head Teacher

Rim Mellonby Deputy DSL and Assistant Head Teacher

Fiona Dolman Inclusion and SEND lead

Debbie Hyde, Jean Loudon, Lewis Bell Senior Teachers for Beswick and Wotton, Bishop Wilton and Middleton on the Wolds Schools

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the inclusion lead in the first instance. If she is unavailable then the senior teacher is the next contact. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Officer. If the pupil presents with a medical emergency then the normal procedures for medical emergencies will be followed, including alerting the first aiders and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Fiona Dolman as the inclusion lead.

Individual Care Plans

If a child is causing concern or receives a diagnosis pertaining to their mental health then a plan will be drawn up to identify the care to be provided by the school. This will be drawn up with all relevant stakeholders including the pupil, parents and relevant health professionals. These will be specific and individual to each child but may include:

- Detail of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in case of emergency
- The role the school can play.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally safe are included as part of our PHSE curriculum. The specific content of the lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills,

knowledge, understanding, language and confidence to seek help as needed for themselves or others.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We will display relevant sources of support in communal areas and will regularly highlight sources of support to pupils.

Warning signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing these should communicate their concerns with Fiona Dolman or a senior teacher.

Possible warning signs 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 or mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure
- Changes in clothing e.g. long sleeves in hot weather
- Secretive behaviour
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff must know how to respond. In the first instance the staff response should be calm, supportive and non-judgemental. Staff should listen and first thought is always of

physical and emotional safety rather than asking why. All disclosures should be recorded in the pupil's file. The written record should include:

- Date
- The name of the member of staff
- Main points from the conversation
- Agreed next steps

The information should always be shared with the inclusion lead who can advise about next steps particular if an external referral is needed.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary to pass on concerns to someone else we will discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We will never share information without first telling the pupil. Ideally we would receive consent, though there are certain situations when information must be shared with another member of staff and or a parent, particularly if a pupil is in danger of harm.

Parents should be informed if there are concerns about mental health and wellbeing. If a child gives us reason to believe that there may be underlying child protection issues then the CP policy will be followed.

Working with parents

We need to be sensitive in our approach to working with parents. Before speaking with parents a decision needs to be taken on a case by case basis as to how the parents will be informed. This generally will be by face to face meeting. A record of the meeting will be kept in the child's record.

Training

As a minimum we will make sure all staff receives regular training about recognising and responding to mental health issues as part of their regular child protection training in order to keep pupils safe. Additional training opportunities will be considered for those who

require more in depth knowledge. Additional CPD would also be provided if needs arise over the year.

Policy review

This policy will be reviewed every three years as a minimum. It is next due for review in January 2022.

Additionally this policy will be reviewed and updated as appropriate as more information becomes available. The policy will be updated immediately to reflect personnel changes.