

Mental Health and Well-being Policy



At Hayes Meadow, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as physical health.

At our school we understand that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce stigma surrounding mental health issues and where they can go if they need help and support.

Links to other policies

This policy links to the child protection and safeguarding Policy and procedures, Behaviour and Anti-bullying Policy, medication Policy, SEND and PSHE Policy.

At Hayes Meadow School we:

- Help children to understand and manage their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self esteem and ensure children know they count
- Encourage children to be confident and respect each other
- Help children to develop resilience and to manage setbacks
- Support and train staff to develop their skills and own resilience

We promote a healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect and promoting self-regulation
- Access to appropriate support that meets their needs
- Engaging with nature where possible

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder
- Nurture groups to focus on mental health, resilience and well-being
- Lego, art and behaviour therapy programmes
- Relaxation and mindfulness yoga
- Drop in sessions for pupils to see a designated adult if they are worried about a certain situation/ issue
- Our pupil mental health ambassadors
- Our Wellbeing Committee
- School dog
- Mental health and PSHE for all year groups
- Forest school provision

Early Identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse.

Changes in patterns may indicate warning signs that a child is experiencing mental health or emotional wellbeing issues. These may include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Possible warning signs include:

- Changes in eating/ sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Any member of staff who is concerned about the mental health or well-being of a child should speak to the Mrs Laird Lead for Mental Health or Mrs Morgan SENDCo in the first instance.

If there is a fear that the child is in danger of immediate harm, then the normal safeguarding procedures are to be followed with an immediate referral to the designated safeguarding lead, see safeguarding policy. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Morgan. Individual ILPs will identify individual support for pupils causing concern who may receive a diagnosis pertaining to their mental health, see SEND policy.

Staff roles and responsibilities

At Hayes Meadow we want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of their classrooms.

Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. We promote opportunities to maintain a healthy work life balance. Staff have access to external support systems where necessary.

Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school. Key staff supporting mental health at Hayes Meadow Primary are:

Sarah Sivieri – Headteacher – Designated child protection/ Safeguarding Lead

Nicola Morgan – Senior Leader – Designated children protection/ safeguarding Lead – SENDCo

Philippa Gilbert – Senior Leader - Designated children protection/ safeguarding Lead

Nicola Laird – Pastoral Child and Family Support Worker – Lead for Mental Health

We have a Well-being committee that consists of four members of staff from across the school.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCo to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with Parents/ Carers

Parents or carers can approach their child's class teacher, headteacher or pastoral Lead if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Organise workshop and presentations on mental health, wellbeing, anxiety, resilience and parenting programmes.
- Provide information on the school website and facebook page on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Keep parents/ carers informed about the mental health topics taught in school through PSHE.

When a concern has been raised, Hayes Meadow staff will:

- Contact parents to discuss the outcome of any assessment
- Discuss any relevant referrals to external agencies
- Signpost parents to further information or provide information to take away
- Create a chronology of actions and events
- Discuss strategies how parents can support their child at home

Confidentiality/Child Protection

We should be honest with regards to the issue of confidentiality, if we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child.

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

Working with Other Agencies

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse (0-19) team
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health services)
- Counselling services
- Family support workers
- Saplings

Staff Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process. In addition targeted CPD will be given throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available on request.

Appendix