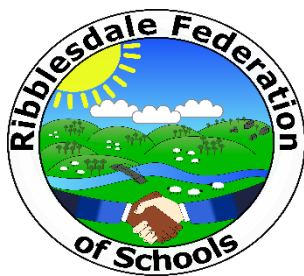


Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



Mental Health Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
September 2023		27.09.23	September 2024
Signed and dated: 27.09.23			
Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	<i>Andrew Buckley</i>

Our Federation Aims

- We aim to treat every child as an individual ensuring that their needs are at the heart of everything we do.
- We aim to provide a safe, happy environment for children and adults which embraces the whole community and where everyone feels welcome and supported.
- We aim to provide an inclusive curriculum and creative learning environment which will challenge and support all children, in order for them to reach their full potential
- We aim to equip children with skills, knowledge and understanding to enable them to become good citizens by discovering about themselves and the world.

Mental Health

The World Health Organization's definition of health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

Statement of Intent

The Ribblesdale Federation of Schools, are committed to promoting positive mental health and emotional wellbeing to all pupils, their families, members of staff and governors. Through our policies and procedures, we ensure a safe and supportive environment for all affected, both directly and indirectly, by mental health issues. This policy is a guide to all staff, including non-teaching, volunteers and governors. It outlines The Ribblesdale Federation of Schools approach to promoting mental health and emotional wellbeing.

Policy Aims

- Ethos and environment promote positive mental health and emotional wellbeing in all staff, pupils and families;
- Increase understanding and awareness of common mental health issues;
- Enable staff to identify and respond to early warning signs of mental ill health in pupils;
- Enable staff to understand how and when to access support when working with young people with mental health issues;
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support;
- Develop resilience amongst pupils and raise awareness of resilience building techniques;
- Raise awareness amongst staff and 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 pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- Executive Head Teacher – Catherine Maddocks;
- Mental Health and Wellbeing Lead – Nicola Devereux;
- Designated Safeguarding Governor – Reverend Sue McWhinney;
- Designated Mental Health and Well-Being Governor – Reverend James Rodley;
- Designated Safeguarding Lead – Catherine Maddocks
- SENDCo – Nicola Devereux
- Designated Safeguarding Deputy – Rachel Mounsey & Helen Haynes (Giggleswick)
Claire Cawood & Nicola Devereux (Hellifield)
Shaun Wiseman & Rachel Houghton (Long Preston)

Procedure

If a member of staff is concerned about the mental health and wellbeing of a pupil, they should notify a member of the Senior Leadership team and record this on CPOMS. If there is a concern that the pupil is high risk or in danger of immediate harm, then the child protection procedure should be followed, and the Designated Safeguarding Lead be notified. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Pupil Identification

When a pupil has been identified as having a cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAHMS or another organisation a request will be made through CPOMS for the child. If a child, then works within a nurture support group an intervention form will be written with the pastoral team and class teacher.

Curriculum

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally healthy and safe are included in our weekly PSHE curriculum. The Ribblesdale Federation of Schools curriculum is based on the PSHE Association programme of study for Years 1-6. This includes the new DfE requirements for RSE and Health Education. These are covered by the FPA's Yasmine and Tom for RSE specifically. Foundation Stage use Personal, Social and Emotional Development statements from the EYFS curriculum.

Warning Signs

Staff may become aware of warning signs which indicate a child, member of staff or parent 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 initially alert a mental health first aider or a member of the pastoral team. If this is a child a record should also be made through CPOMS. Concerns about staff should be addressed to a member of SLT.

Possible warning signs (not exclusive) which all staff should be aware of include:

- Physical signs or 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;
- Abusing drugs or alcohol;
- Expressing feelings of failure, uselessness or loss of hope;
- Change 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;
- Nausea with no evident cause.

Vulnerable Groups Research shows that the following groups are more vulnerable to mental health and wellbeing issues.

- LAC;
- FSM;
- Intermittent family income problems;
- Family history of mental health issues;
- Family health problems;
- Domestic violence.

Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them and how they can access these services.

Managing Disclosures

If a child, parent or staff member chooses to disclose concerns about themselves or a friend to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures by children or a parent/carer will be recorded on CPOMS. Staff disclosures will be reported to a member of SLT or the Mental Health and Wellbeing Lead in order to access support. All staff to be able to feel that they have a go to person for support. If they feel that they do not have a go to person, then they can talk to the Mental Health and Wellbeing Lead. Staff should then assess if additional support is needed for their colleague.