

The Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



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Mental Health and Well Being Policy

Reviewed by: R Mounsey, September 2022

Approved by governors: September 2022

Review date: December 2024

Executive Headteacher: T Ward

Chair of Governors: P. Gibbons

Our Federation Vision

Do Everything in Love (1 Corinthians 16:14)

Across our federation, and within our caring Christian community, we understand that each child travels through our schools only once yet always remains a part of our school family. Their journey is rooted in love, kindness, friendship and respect.

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

At The Ribblesdale Federation of Schools, we are committed to promoting a 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 promotes 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:

- Head Teacher – Trudi Ward
- Mental Health and Wellbeing Lead – Rachel Mounsey
- Mental Health First Aiders – Jessika Whitehead; Sally Birkett-Bentley; Laura Sargison
- Designated Safeguarding Governor – Dominic Hewitt
- Designated Safeguarding Lead- Trudi Ward
- Designated Safeguarding Deputy – Rachel Mounsey, Rachel Houghton, Emma Thompson, Angela Ward, Claire Cawood. Laura Sargison
- SENCO – Nicola Devereux

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 through 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 CAMHS 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 SENCO 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 follow a Scheme of Work based on the PSHE Association for Years 1-6. This includes the new DfE requirements for SRE. 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 and staff disclosures will be reported to a member of SLT or Mental Health First Aider 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 a Mental Health First Aider. Staff should then assess if additional support is needed for their colleague.

CPD

All staff will receive annual CPD sessions from the Mental Health Lead/ First Aiders to recognising and responding to mental health issues. The Federation has two members of staff who are Mental Health First Aid trained. One in adult mental health and the other in adult and child mental health.