

Mental Health and Well-being Policy



Review frequency: 2 years

Approval by: Standards Committee

Policy Date: Sept 2018

Review Date: Sept 2020

Lead Personnel: James Davison

Version: 1

Revision Date:

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Mental Health and wellbeing Policy

Introduction

Purpose:

The purpose of this policy is to describe our practice in relation to mental health and the wider wellbeing of our children.

Aim:

At Dane Royd Primary School we believe school should be both enjoyable and challenging academically. We recognise the modern day pressure that children can feel both academically and socially. We aim to provide appropriate support for all stakeholders in school, but particularly the children at Dane Royd Primary School. With this in mind we have taken a number of steps to support children's mental health.

Consultation:

This policy was written by James Davison Acting Assistant Head Teacher.

On 11th September 2018 Wakefield LA held a mental health summit bringing together key partners including children and young people to shape the future on emotional wellbeing and mental health services for our District.

As a summit a partnership action plan was developed across five critical areas;

- Early interventions for Emotional Wellbeing- joined up and easily accessible*
- Working with schools, especially special schools*

- *Our CAMHS offer and timely access, with an emphasis on the most vulnerable including children in care*
- *Children and young people in mental health crisis*
- *Our collective partnership responsibilities and contributions*

In partnership with Wakefield Council we are ambitious for our children to be happy, healthy and safe. The Mental Health and Wellbeing policy is reflective of this ambition.

Procedures and practice

The school has a duty of care to its pupils and always takes immediate action when an area of concern is identified - mental health and wellbeing are no exception. We recognise that along with parents, teachers, teaching assistants and all school adults working closely with children are best placed to notice subtle changes overtime in children and are therefore integral in supporting mental health and wellbeing.

In order to support mental health and wellbeing the school:

- Celebrates the differences and individuality of our children and are mindful that challenges that children face are not always the same or may not be apparent on the surface, and as such we form positive relationships with children creating a culture of mutual respect.
- Strives to promote a positive sense of self in the wider context of a modern and global Britain.
- Ensures children understand what healthy relationships look like between both their peers and other adults
- Teaches children how to manage their emotions and develop resilience and the skill of perseverance.
- Promotes individuality whilst ensuring that children have a sense of belonging in their school and wider community
- Celebrate academic and non-academic achievements
- Makes sure children feel listened to through regular pupil voice and the school council

Teaching about mental health

At Dane Royd Primary School we are driven in our belief that children's mental health and wellbeing benefit greatly from the development of a growth mind-set. This is actively promoted and spoken about in relation to cultivating good mental health. Children are taught about perspective and the importance of trying their best in everything they do and that being the ultimate measure of their success. We promote the philosophy that one learns from their mistakes and that without them many great discoveries would not have been made. We use our weekly assemblies and PSHE lessons to talk about age appropriate mental health issues. Finally, we encourage our children to talk and share their feelings appropriately with their peers and adults.

Identifying Needs

All staff will be vigilant to the triggers that could have an impact on mental health and wellbeing, including but not limited to the following:

- Approach to learning
- Changes in behaviour in class
- Changes in treatment of peers
- Changes in family circumstances
- Health
- Attendance
- Terminology used when expressing feelings
- Recent bereavements
- Secretive behaviour

It is important that staff do not see this as an exhaustive list and must report **any concern** they have to a DSL and log their report on CPOMs.

Support

Where needs are identified the school will be relentless in ensuring that the child receives appropriate support. This may take the form of in-house support from staff in school or when deemed appropriate may be referred to an external agency such as:

- Educational psychology services
- Primary Practitioner (Future in Mind)
- CAMHS (child and adolescent mental health service)
- Counselling services
- Local Help Hub/Family support workers
- Play Therapist

We recognise that it is important that children feel trusted but know that information cannot be kept solely to the person they have spoken too.

Training

Staff will receive regular training on signs and symptoms of poor mental health as part of the robust safeguarding procedures at Dane Royd. The school recognises that teachers are not health professionals but requires all school adults to know how to respond effectively within their capacity. The MindEd website has been highlighted to staff as being an excellent resource in supporting them in their duty of care.

Parents

We encourage close links between parents and teachers and actively seek a two-way flow of information. It is essential that parents pass on their concerns about their child's mental health and wellbeing as well as the teacher. We have continued to take steps to increase the opportunities that parents can access the class teacher by ensuring every teacher is present on their class door from 8:40-8:55, this time can be used to speak to parents or arrange a more suitable time. Key messages and resources around mental health and wellbeing will be communicated via the school's webpage, Twitter feed and Newsletter. **Any concerns** by parents should be brought forward to the school without hesitation.

Concluding notes

The SLT are primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.