



Mental Health & Wellbeing Policy

Mental health is a state of well-being 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 Organization 2014)

This document describes our approach to promoting, protecting and restoring positive mental health and wellbeing. It is intended as guidance for all staff and governors.

Mental health is not simply the absence of a mental health difficulty or condition. It encompasses a wider sense of social and emotional wellbeing. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, at least three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Aims

Robin Hood Primary School is committed to promote positive mental health for every member of our staff and the children in our care through using universal, whole-school approaches (Tier 1), targeted intervention(s) (Tier 2) and more intensive support where needed (Tier 3).

In addition to promoting positive mental health, we aim to recognise and respond to mental health difficulties. By implementing and developing a practical, relevant and effective mental health policy and procedures, we can create a safe and stable environment for children affected directly and indirectly by mental health issues and conditions.

This policy aims to:

- promote positive mental health and emotional wellbeing in all staff and children;
- Increase understanding and awareness of common mental health issues;
- Alert staff to early warning signs of social, emotional and mental health (SEMH) difficulties;
- provide support to staff working with children with SEMH difficulties; and
- provide support to children experiencing SEMH difficulties and their parents/carers.

Staff Responsibilities

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include;

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| Sara Harris | Head Teacher, Designated Safeguarding Lead |
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| Louisa Mees | Deputy Head Teacher, Designated Safeguarding Lead/Mental Health Lead |
| Sarah Steel | SENCO |
| Alice Johnston | Mental Health Lead |

Where a referral to CAMHS is appropriate, this will be led and managed by Sarah Steel.

Teaching about Mental Health

The skills, knowledge and understanding needed by children to keep themselves and others physically and mentally healthy and safe are included as part of PSHE. In terms of mental health, we use the You, Me and PSHE guidance and adapt the associated lesson plans and resources to suit the cohort being taught. We are also a Mind Mate friendly school which means that we regularly use the Mind Mate resources to build understanding and strategies around positive mental health.

Promoting awareness of mental health issues and sources of support also involves **signposting**. This means our school ensures staff, children and parents/carers are made aware of the sources of help within the school and local community.

Throughout the year that are also addition times we teach and celebrate conversations about mental health including:

- Mindful March
- Wellbeing Week
- Mental Health Awareness Week
- Mindfulness Day

Intervention

Intervention at Level 1

Intervention at this level is referred to as universal, involving mental health awareness and promotion. At this tier, intervention includes:

- stigma reduction;
- social and emotional aspects of learning;
- classroom and behaviour management;-see behaviour policy
- engaging parents and carers;
- Restorative conferences;
- bullying prevention; -
- Transition support into new year groups and Key Stages
- Dedicated and caring staff who value all students.

Intervention at Level 2

Intervention at this level is known as targeted, involving:

- intervention groups for children with emerging social, emotional mental health issues;
- programmes for children with identified SEMH difficulties; and

- more frequent contact with parents/carers
- lunchtime provision for vulnerable pupils
- transition support arrangements
- Intervention groups (behaviour/social skills/self-esteem /stress management
- In-class support in some lessons

Intervention at Level 3

Intervention at this level is intensive. It includes:

- crisis response and management;
- 1:1 mentoring with Learning Mentor. Rothwell Cluster Young Person Councillor
- individual and group programmes;
- case management and risk assessment; and
- outside agency input(e.g. Educational Psychologist, CAMHS & Rothwell

The role of parents

Parents/carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health:

- highlight sources of information and support about common mental health issues on our school website;
- ensure parents/carers are aware of who to talk to and how to go about doing this when they are concerned about a child's mental health;
- make our Mental Health Policy available to parents/carers;
- share ideas about how parents/carers can support positive mental health in their children; and
- keeping parents/carers informed about the mental health topics their children are learning about in PSHE

We will always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents/carers often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Training:

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 to enable them to keep pupils safe.

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

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

The Leeds Wellbeing Team team provide training to schools on a variety of topics related to mental health including twilight, half day and full day INSET.