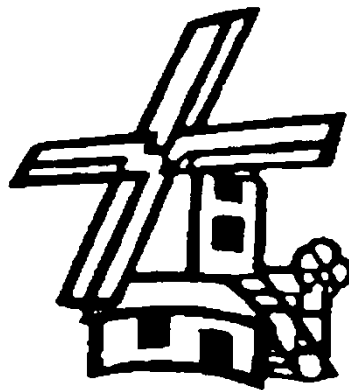


Millfields Primary School

Wellbeing and Mental Health Policy



Millfields Primary School
WELLBEING AND MENTAL HEALTH POLICY

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| Date of Ratification: 8/10/16 | | Signed: Janet Meacock (HEAD TEACHER) Dave Roscoe (CHAIR OF GOVERNORS) |
| Review date: 10/2019 | | Signed: (HEAD TEACHER) (CHAIR OF GOVERNORS) |
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At Millfields Primary School, we aim to promote positive mental health for all of our pupils and members of staff. We use both whole school approaches and targeted approaches aimed at vulnerable students to pursue this aim.

In addition to promoting positive mental health, we aim to recognise and respond to mental health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By implementing effective and relevant mental health policies we can promote a safe and stable environment for students affected by mental health in some way.

This document describes our whole school approach to promote positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy aims to:

- Increase an understanding and awareness of common mental health issues.
- Enable staff to be aware of early warning signs of mental health.
- Promote positive mental health in all staff and students.
- Provide support to staff working with young people with mental health issues.
- Provide support to students that are suffering with ill mental health and their parents or carers.

Lead Members of Staff

Whilst all staff have a responsibility within school to promote the mental health of students. Staff who have a specific relevant remit include:

- Mrs R Macdonald – PSHE Coordinator
- Mrs K Russell – SENCO & Thrive Practitioner
- Mrs J Osborne – Thrive Practitioner

Any member of staff who is concerned about the mental health or wellbeing of a student should follow the Safeguarding procedure and fill in the relevant paperwork.

Individual One Plans

Individual one plans can be drawn up for pupils causing concern or who receive a diagnosis relating to their mental health. This should be drawn up involving the pupil, the parents and any relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in case of an emergency
- The role that the school can play

Teach about Mental Health

Our PSHE curriculum includes the skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe.

The specific content of PSHE lessons will always be determined by the needs and wants of the cohorts we are teaching. These will enable students to develop the

skills, knowledge, understanding and language and confidence to seek help, as needed, for themselves and/or others.

Warning Signs

School staff may become aware of warning signs which could indicate a student is experiencing emotional wellbeing or mental health issues. Warning signs should **always** be taken seriously and any staff observing warning signs should communicate their concerns with any of the Safeguarding leads.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation, becoming socially withdrawn.
- Changes in activity and mood.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- Getting changed secretly.
- Absence from school.
- Repeated physical pain or nausea with no evident cause.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight information and support about common mental health issues on our website and any available leaflets.
- Ensure that parents are aware of who to talk to if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics their children will be learning about in PSHE and share ideas for exploring and extending this learning at home.

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 students safe.

Training opportunities for staff who require more in depth knowledge will be considered as well as additional CPD throughout the year where it becomes appropriate with developing situations.

If the need arises and becomes evident, additional training sessions will be arranged for all staff to promote learning or understanding about specific issues related to mental health.

