



# Mental Health & Well-Being Policy

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<b>Associated documents:</b>			
<p>DAT Mental Health &amp; Well-Being Policy Safeguarding and Child Protection Policy Staff Wellbeing Strategy 2018 Mental Health in Childhood, APPG report, May 2018 – pp74 recommendations Mental Health and Behaviour in Schools, DfE Nov 2018</p>			
<b>Links to:</b>			
<ul style="list-style-type: none"> <li>• <a href="#">Department of Health - Future in mind</a></li> <li>• <a href="http://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people">www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</a></li> <li>• <a href="#">Department for Education – Supporting mental health in schools and colleges</a></li> <li>• <a href="http://www.annafreud.org">www.annafreud.org</a></li> <li>• <a href="http://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-healthservices-and-schools-linkprogramme-cascade/">www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-healthservices-and-schools-linkprogramme-cascade/</a></li> <li>• <a href="#">Department of Health and Department for Education – Transforming Children and Young People's Mental Health Provision: a Green Paper</a> <a href="http://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutmental-health">www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutmental-health</a></li> </ul>			

## **Yeoman Park Academy – Mental Health and Well-Being Policy**

At Yeoman Park Academy, we aim to promote positive mental health for all staff and students. We pursue this aim by using universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental health. 1 in 10 children aged between 5-16 years in the UK have a mental health disorder. Promoting mental health and wellbeing is important for all children but particularly if a child has special educational needs. Developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected directly and indirectly by mental health issues.

This document describes the schools approach to providing positive mental health and wellbeing. This policy is intended for all staff including non-teaching staff and governors.

All students at YPA have a diagnosis of a special educational need. This policy recognises the need for support in identifying children with special educational needs and the difficulties in recognising mental health difficulties when many symptoms overlap with impairments such as autism and ADHD.

Children with special educational needs often experience a lack of control over their own lives. All efforts should be made in order to support children maximise their independence.

### **The policy aims to:**

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental health issues
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental health and their peers and parents/carers.

### **Lead members of staff**

Whilst all staff have a responsibility to promote the mental health of students.

Staff with a specific, relevant remit include:

Designated child protection/safeguarding officers

Designated Safeguarding Lead – Sharon Savage

Mental health lead - Sharon Savage

Behaviour/Health lead – Sharon Savage

PBDW - Sharon Savage

Deputy DSL – Courtney Hoop

- Mental Health/Wellbeing is an agenda item at weekly SLT meetings.

Any member of staff who is concerned about the mental health or well-being of a staff or student should speak to the mental health lead in the first instance. If there is a concern that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead.

Where a referral to CAMHS is appropriate, this will be led and managed by Sharon Savage, mental health lead. Guidance is provided in Appendix A

## **Signposting**

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

## **Warning signs**

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with Sharon Savage the mental health lead.

Possible warning signs : many of the signs below are often displayed in a child with special educational need. Knowing how students present is essential and close monitoring of behaviours and recording can highlight changes in students who already show these behaviours

- Challenging behaviour
- Unusually withdrawn
- Hyperactive and lacking concentration
- Expressing sadness
- Unusually anxious
- Disturbed sleep or sleeping more than usual
- Self harming
- Expressing anger or fear
- Eating more or less
- Are less able to focus
- Restless and fidgety
- Experiencing frequent tummy aches or headaches

## **Managing disclosures.**

A pupil may choose to disclose concerns about themselves or a friend to any members of staff so all staff need to know how to respond appropriately to a disclosure

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staffs response should always be calm , supportive and non-judgemental.

## **Confidentiality**

It is always advisable to share disclosures with a colleague, usually the mental health lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student.

Parents must always be informed if a disclosure is made and students may choose to tell parents themselves.

If a child gives us reason to believe that there may be an underlying child protection issues, parents should not be informed, but the MASH team must be informed immediately.

**Working with parents** we should give parents time to reflect when informing parents of their child's mental health issues. We should always highlight further sources of information and give them information to take away where possible. Sharing sources of further support aimed specifically at parents can also be helpful e.g. parent helplines and forums.

### **Working with all parents**

At YPA we recognise the need to support all parents with their child's mental health and well-being. In order to support parents we will:

- Ensure all parents are aware of who to talk to if they have concerns about their child.
- Keep parents informed about mental health topics in PSHE and share ideas for extending and exploring this learning at home.

### **Training**

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.