

# Mental Health and Wellbeing Principles

## Yeoman Park Primary Academy

September 2024

## Contents

1. Mental Health and Well-Being Principles.....	3
2. Introduction.....	3
4. Lead members of staff.....	3
5. Concerns .....	4
6. Signposting.....	4
7. Warning signs.....	5
8. Working with parents.....	5
9. Working with parents.....	6
10. Training.....	6
11. Managing disclosures.....	6
12. Confidentiality.....	6

At Yeoman Park Academy, we adhere to the Diverse Academies Trust Mental Health and Wellbeing Principles. [DAT Mental Health and Wellbeing Principles](#)

## 1. Mental Health and Well-Being Principles

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

In addition to promoting positive mental health, we aim to recognise and respond to mental health.

One 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 learners but particularly if a learner 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 learners affected directly and indirectly by mental health issues.

## 2. Introduction

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

All learners at YPA have a diagnosis of a special educational need.

These principles recognise the importance of being able to identify learners who may be experiencing mental health issues.

They also acknowledge that although there can be difficulties in recognising mental health difficulties when many symptoms overlap with impairments such as Autism and ADHD; it is not a barrier to doing so.

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

## 3. These principles aim to:

- Promote positive mental health in all staff and learners

- Increase understanding and awareness of common mental health issues Alert staff to early warning signs of mental ill health
- Provide support to staff working with learners with mental health issues
- Provide support to learners suffering mental health and their peers and parents/carers.

#### 4. Lead members of staff

Whilst all staff have a responsibility to promote the mental health of learners. Staff with a specific, relevant remit include:

- Principal – Courtney Hoop
- Designated child protection/safeguarding lead – Zoe Clayton
- Mental health lead – Vicci Coote
- Behaviour Team – Vicci Coote, Courtney Hoop, Zoe Clayton
- Health Team – Vicci Coote, Anna Green, Danielle Sharpe
- Behaviour and Welfare – Courtney Hoop
- Personal Development – Zoe Clayton

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

#### 5. Concerns

Any member of staff who is concerned about the mental health or well-being of a member of staff or learner should speak to the mental health lead in the first instance.

If there is a concern that the learners 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 Paul Shepherd, the mental health lead.

#### 6. Signposting

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

## 7. Warning signs

School staff may become aware of warning signs, which indicate a learner 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 the mental health lead.

Possible warning signs: many of the signs below are often displayed in a learner with special educational need. Knowing how learners present is essential and close monitoring of behaviours and recording can highlight changes in learners 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

## 8. Working with parents

We should give parents time to reflect when informing parents of their learner's mental health issues.

We should always highlight further sources of information and give them information to take away where possible.

## 9. Working with parents

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

- Give parents time to reflect when informing them of our concerns around their learner's possible mental health issues and make ourselves available to have discussions around what may be the issue and how we seek support for it.
- Ensure all parents are aware of who to talk to if they have concerns about their child. For school to provide information to take away where possible or to signpost where sources of further support aimed specifically at parents can also be helpful e.g. parent helplines and forums is available.
- Keep parents informed about mental health topics in PSHE and share ideas for extending and exploring this learning at home.

## 10. 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.

## 11. Managing disclosures.

A learner may choose to disclose concerns related to their mental health or that of a friend to any members of staff so all staff need to know how to respond appropriately to a disclosure and the member of staff's response should always be calm, supportive and non-judgemental.

## 12. 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 learner.

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

If a learner 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.

