Mental Health (Pupils) Policy

V1.3

Contents

Introduction

At Faringdon Learning Trust, we recognise that positive Emotional Health and Wellbeing is an essential element in helping children to learn, focus and concentrate to their best and have potential to academically achieve.

Faringdon Learning Trust promotes the mental and physical health and emotional wellbeing of all its pupils. Wellbeing is at the forefront of the School's PSHE programme and promoting good mental health is a priority. The physical, mental and emotional health benefits of exercise are well documented and the school actively encourages sport for all.

"Good mental health among pupils is fundamental to their well-being and success"

(Mental Health Behaviour Guidance, DFE, 2014)

Aims

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves.

- Be able to express a range of emotions appropriately.

- Be able to make and maintain positive relationships with others.

- Cope with the stresses of everyday life.

- Manage times of stress and be able to deal with change.

- Learn and achieve.

- Establish a pattern of health and well-being that continues into adulthood.

Strategies to achieve these aims through PSHE and the use of Well-being plans promoting:

- Curriculum based programmes which support positive mental health and well-being.

- Individual targeted interventions to support the prevention or reduction of problems of poor emotional well-being.

- School environment that promotes emotional and mental health.

- Leadership and pastoral support, which promotes and seeks opportunities to support mental health and well-being.

- Actively working with the local communities and families to promote the benefits of positive mental health and well-being.

- Ensure families and pupils access the personalised support they need via external agencies such as CAMHS, SEMH, Educational Psychologists, Early Help etc.

Roles and Responsibilities

Staff

- Building positive relationships with pupils

- Ensure their classrooms support pupil well being

- Act appropriately 'in loco parentis' to support pupils

- Celebrate, praise and reward pupils

- Be aware of their own mental well-being and the impact this can have on their role

- Ensure through PSHE lessons, children develop their mental well-being skills

- Quickly react to situations which can have a negative impact upon the mental well-being of the child i.e. bullying

- When appropriate, seek support for pupils through school SENDco and Pastoral staff

- Provide opportunities for children to discuss their concerns and worries in a regulated environment i.e. through use of worry boxes and Circle Time.

Headteacher

- Ensure staff have up-to-date training and are confident to support pupils

- Provide broad and well balanced curriculum

- Promote positive environment and culture that promotes positive well-being

- Monitor Pastoral impact and well- being initiatives

- All staff have read the school policies

- Seek opportunities to support the local community and families well-being

Pupils

- Be responsible for their own behaviour and actions

- Recognise early signs of stress in themselves

- Respect others and be good friends to create positive break times

- Work co-operatively with others

- Show resilience and a positive attitude to their learning

- Trust adults in order to share the concerns and worries

- Recognise strategies that help them to calm themselves i.e. breathing

- Recognise when they need to ask for help and support from others

Parents

- Being a role model of expected behaviour

- Following school policy and understand the consequences of their actions where school policy is breached

- Work co-operatively with the school to support their child's mental health and well-being

- Seek support for their own mental health and well-being if appropriate

Governors

- Promote positive mental health and well-being throughout the school

- Consult with the Head teacher when making decisions promoting well-being

- Be aware of and actively help to reduce areas which create poor mental health and well-being

Confidentiality and information sharing

At all times staff should be honest regarding confidentiality, if it is necessary to pass a concern regarding a pupil on then the pupil will be informed of:

- Who will be informed

- What they will be told

- Why we need to tell them

Identification of needs

We aim to identify children with mental health needs as early as possible. This is achieved in different ways:

- Staff report concerns about individual children to the relevant lead positions.

- Gathering information from previous schools at point of transfer.

- Parent meetings.

- Enabling parents to raise concerns to any member of staff.

- Pupil progress meetings.

- Analysing behaviour reported on the school recording system e.g. CPOMS

Our approach

- Provide a safe environment to enable children to express themselves and be listened to

- Ensure welfare and safety of child is paramount.

- Identify support for child based upon their needs.

- Involve parents and carers when their child needs support.

- Involve the child in the support and care they have.

- Monitor, review and evaluate support in school.

Warning Signs

Possible warning signs which could indicate that a child is experiencing mental health or well-being issues are:

- Physical signs of harm that are repeated or appear non-accidental.

- Changes in sleeping or eating habits.

- Isolation from friends or family, becoming socially withdrawn from their peers.

- Changes in mood and activity.

- A decline in their academic achievement.

- Expressing feelings of failure, uselessness and loss of hope.

- Change in behaviour – becoming secretive.

- Increase of absenteeism and lateness.

- Talking or joking of harming them self/suicide.

- Changes in behaviour/ appearance/attitude.

- Changes in clothing i.e. long sleeves in warm weather.

Sources of Support

School based support

All staff have a role in promoting the positive mental health of our children. All staff are a first responder to the needs of the child, then to raise the need for support to:

- Head teacher or a member of the SLT

- Safeguarding – DSL

- Pastoral lead

- ELSA trained staff

- SEND

- Educational Psychologist

Community based support

Leading to a wider range of support networks

- GP surgery

- CAMHS

- Seesaw

- Policy

- Family Link Support

- Online support – website of charities and organisations

Linked Policies

- Child Protection and Safeguarding Policy

- Behaviour Policy

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