

# MANOR PARK SCHOOL AND NURSERY

## POSITIVE MENTAL HEALTH AND WELL-BEING POLICY



<b>RESPONSIBLE PERSON:</b>	Sarah Jeffery
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<b>APPROVED:</b>	
<b>SIGNED:</b>	
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This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

## Introduction

*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)*

Manor Park School aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for the many students affected both directly and indirectly by mental ill health. In addition to this, we aim to recognise and respond to mental ill health.

This policy should be read in conjunction with our safeguarding policy in cases where a student's mental health overlaps with or is linked to an environmental issue and the SEND policy where a student has an identified special educational need.

### The Policy Aims to:

- Promote positive mental health in all staff and children
- 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 young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers
- To encourage awareness, caring attitudes and respect for self and others.

### Lead Members of Staff

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

- Simon Cotterill – DSL
- Sarah Jeffery- Pastoral lead and Staff Mental Health Lead
- Catherine Cernik - Children's Mental Health lead

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the mental health lead in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the DSL, the head teacher or the deputy safeguarding lead.

Where a referral to CAMHS is appropriate, this will be led and managed by Pastoral lead and the SENCO.

### Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

During lessons there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will follow the [PSHE Association Guidance](#)<sup>1</sup> to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

## Signposting

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

We will display relevant sources of support in communal areas such as the Meeting Room, Staffroom and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

## Warning Signs

School staff may become aware of warning signs which indicate a student 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 Sarah Jeffery our Pastoral Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Lateness to or absence from school

## Managing disclosures and confidentiality

**Manor Park School's Safeguarding Policy should always be used in conjunction with this document.**

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. See *Safeguarding policy for information about logging and recording incidents or seek advice from the Safeguarding Lead.*

This information should be shared with the Pastoral lead, who will decide next steps and where relevant seek the appropriate support.

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Staff must share disclosures with the Pastoral or Safeguarding Lead immediately; this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the child; it ensures continuity of care in our absence; and it provides an extra source of ideas and support.

## Individual Plans

It is helpful to draw up an individual plan for children causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the child, the parents and relevant health professionals. This can include:

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

Well-being plans for children without a diagnosis may also be put in place by the Pastoral team.

## Working with Parents

Where it is deemed appropriate to put in place a plan for the child or a referral to CAMHS, parents will always be consulted and appropriate paperwork completed.

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should 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 often have many questions as they process the information.

## Working with All Parents

In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website via the well-being page
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information events and coffee mornings.

## Supporting Staff and Training

When a child is suffering from mental health issues, it can be difficult for staff, who often want to support but do not know how. In these cases, support will be provided either in one to one or group settings and will be guided by conversations with the child who is suffering and their parents with whom we will discuss:

- What it is helpful for people to know and what they should not be told
- How friends can best support
- Things people should avoid doing or saying which may inadvertently cause upset

Additionally, we will want to highlight to staff:

- Where and how to access support for themselves
- Safe sources of further information about the pupil's condition
- Healthy ways of coping with the difficult emotions they may be feeling

All staff will receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding training to enable them to keep children safe.

We will also –

- Host relevant information on our staff shared area for staff who wish to learn more about mental health. The [MindEd learning portal](#)<sup>2</sup> provides free online training suitable for staff wishing to know more about a specific issue.

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

## **Policy Review**

This policy will be reviewed every 2 years.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Sarah Jeffery – Pastoral Lead – [deputy@manorpark.cheshire.sch.uk](mailto:deputy@manorpark.cheshire.sch.uk)

This policy will always be immediately updated to reflect personnel changes.

## **Links with other policies**

This policy is linked with the following policies:

Safeguarding

Child Protection

Behaviour

Anti Bullying