



MENTAL HEALTHPOLICY



Mental Health Policy

We agree with the statement from the DfES publication 'Promoting Children's Mental Health within Early Years and School Settings' which states that "Schools can play a vital part in ensuring that mental health problems are quickly recognised and treated. If mental health problems are not recognised early they can lead to school or home breakdown, or both, with significant costs for education or social services. On the other hand, unrecognized learning difficulties can themselves lead to emotional and conduct problems."

We agree with the concluding statement in the report 'No Health without Public Mental Health: the Case for Action' by the Royal College of Psychiatrists that "tackling mental health problems early in life will improve educational attainment, employment opportunities and physical health, and reduce the levels of substance misuse, self-harm and suicide, as well as family conflict and social deprivation."

The report clearly states that half of all mental health problems begin by the age of 14 so therefore we have a duty to ensure that mental health problems are identified and treated at an early age.

We believe children who experience mental health problems or disorders are children who experience a range of emotional and behavioural problems that are outside the normal range for their age or gender.

We recognise the more common mental health problems amongst children/young people are:

- Conduct Disorder/Problems
- Attention Deficit/Hyperactivity
- Emotional Disorders
- Compulsive Obsessive Disorders
- Anorexia Nervosa and Bulimia Nervosa
- Deliberate Self-Harm/Suicidal Behaviour
- Asperger's Syndrome/Autistic Spectrum Disorders

We believe we have a role to play in supporting pupils to be resilient and mentally healthy by having a close working relationship with the Child and Adolescent Mental Health Services (CAMHS) and by supporting families by providing information about local health services and national organisations that offer materials, help and advice.

We are concerned that according to the NSPCC that a fifth of children referred to mental health services in England have been refused treatment because they did not meet the clinical threshold for receiving treatment from (CAMHS). We believe it is imperative that children receive the right kind of help and support.

In the light of this we will continue to provide up to date training for school personnel in identifying mental health problems, counselling and in the use of MindEd which enables school personnel to learn more about specific mental health problems.

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Also, we have in place an awareness training programme for parents in identifying mental health problems and how to deal with mental health issues in their children. The results from a recent survey show that 'young men take cues from their fathers when it comes to their attitudes towards mental health.' Therefore, we actively encourage fathers to attend the training programme in order 'to encourage them to talk more openly about mental health so that if and when their sons do develop mental health problems they can be more supportive of them.'

The awareness training programme for parents is designed to 'break the negative cycle of men feeling unable to speak out about mental health' and to 'create a new generation of men who no longer feel isolated, ashamed and unable to reach out for the help that they need to successfully manage their mental health.'

We are very concerned that many teachers are suffering mental health problems as a result of excessive workloads and therefore high quality education cannot be delivered by stressed and anxious teachers.

We support recent recommendations to reduce teacher workload in three areas namely marking, planning and resources and data management and will put these into practice immediately in order to ensure the health and wellbeing of teachers and senior school leaders.

We want all children to have good mental health and to have the ability to develop psychologically, emotionally, intellectually and spiritually.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that mental health problems are quickly recognised at an early age and treated.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

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Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Coordinator for Special Educational Needs;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide guidance, support and training to all staff to ensure they are able to:
 - identify pupils with underlying mental health issues;
 - differentiate between pupils with mental health issues and those who are behaving badly;
 - provide early intervention;
 - work closely with CAMHS;
 - use MindEd;
- ensure the curriculum promotes mental health and well-being;
- ensure pupils understand that mental health is just as important as physical health;
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- ensure the PSHE curriculum promotes self-esteem, independence and personal responsibility;
- promote positive mental health with all school personnel;
- help to reduce the stigma associated with mental health problems;
- encourage a culture of openness for school personnel to freely discuss mental health problems without fear of ridicule;
- provide training for school personnel on:
 - how to recognise stress symptoms
 - how to finding ways on how to reduce stress
 - how to cope with stressful situations
 - work-life balance
- offer counselling for school personnel;
- provide awareness training for parents;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The SENCO will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- provide awareness training for parents;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- teach mental health throughout the curriculum;
- help in identifying pupils with underlying mental health issues;
- differentiate between pupils with mental health issues and those who are behaving badly;
- work closely the SENCO and with CAMHS;
- be trained to use MindEd;
- work closely with pupils and parents;

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- be alert to symptoms of stress with their colleagues;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Promoting Children's Mental Health

We actively promote the emotional well being of children by:

- creating stable childcare arrangements;
- good staff training in child development;
- good adult to pupil ratios;
- effective behaviour management;
- having in place an effective pre-school curriculum
- work closely with parents/carers in order to build on children's previous experiences, knowledge, understanding and skills;
- establish good relationships with children;
- plan activities that promote emotional, moral, spiritual and social development alongside intellectual development;
- provide support for children with behavioural and communication difficulties in order for them to develop socially and emotionally
- establish the importance of trust, integrity, democracy, equality of opportunity for all children;
- value everyone who is engaged in the care and supervision of children;
- have in place clear policies and sanctions for behaviour and bullying;
- set high professional standards;
- motivate and arouse pupils interest by skilful teaching;
- work closely with parents;
- introduce emotional literacy programmes, parenting programmes and circle time.

Promoting the Mental Health of School Personnel

Good mental health will be promoted with school personnel by:

- learning to recognise the signs of stress
- realising stress must not be regarded as a weakness;
- finding ways on how to reduce stress
- coping with stressful situations
- finding a work-life balance
- the merits of counselling
- be supportive to colleagues dealing with stress;
- be supportive to colleagues who have been off work due to stress
- creating a supportive network within and outside school.

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Assessing Support

The following questions will be asked in order to assess support for a child who is displaying mental health problems:

- What kind of problem is the child displaying?
- What is the impact of the child's problem on them and those around them?
- What factors have caused this problem?
- What strengths are there to work with?
- What other viewpoints should we consider in order to understand the cause and what support to give?

Support

The SENCO will coordinate support within school and will liaise with outside agencies in order to meet the mental health needs of children/young people.

Role of Parents

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be invited to attend an awareness training programme;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - The identification of mental health problems in children
 - Anti-Bullying
 - Pupil Behaviour and Discipline
 - Pastoral Care
 - Stress Management
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-Bullying
- Curriculum
- Health and Safety and Work
- Health and Well-being of School Personnel
- Management of Health and Safety Regulations
- Outside Agencies
- Pastoral Care

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- Pupil Behaviour and Discipline
- School Environment
- Stress Management
- Teaching and Learning
- Work-life Balance

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Mental Health Act 2007
- Mental Health (Approval Functions) Act 2012
- Mental Health (Discrimination) Act 2013

The following documentation is also related to this policy:

- Mental Health and Behaviour in Schools (DfE)
- Promoting Children's Mental Health within Early Years and School Settings (DfES)

Date	Review Date	Coordinator	Nominated Governor

Headteacher:		Date:	
Chair of Governing Body:		Date:	