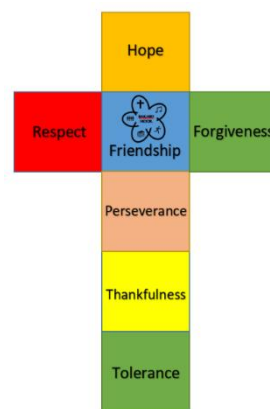




Barmby Moor CE Primary School and Garton on the Wolds CE Primary School Mental Health Policy

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Mental Health Policy

Introduction

We believe we have 'an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.'

We have a duty to:

- increase emotional resilience and reduce vulnerability to mental health problems through the development of personal skills, self-esteem, coping strategies, problem solving skills and self-help, which lead to an increased capacity to cope with life transitions and stress;
- provide better information, awareness and education about mental health and illness;

- increase social inclusion and cohesion by ensuring a warm and safe school climate and can include raising awareness and reducing stigma and discrimination or developing supportive environments;
- provide better and more health and social care services;
- provide better social protection and social support.

We ensure school personnel are ‘well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.’

We are aware that children who have ‘suffered abuse or neglect or other potentially traumatic adverse childhood experiences’, may experience a lasting ‘impact throughout childhood, adolescence and into adulthood’. Children’s experiences can have an impact on their mental health, behaviour and education.

We work hard to be a mentally healthy school by adopting a whole-school approach to mental health and wellbeing, and by developing a positive ethos and culture where everyone feels that they belong. We believe that by adopting a whole-school approach to mental health and wellbeing that it must not be seen as a one-off activity but as an ongoing process.

We believe schools can help children and young people living with medical and mental health conditions by listening to what they have to say and by so doing schools then become more positive places for all pupils, not just those with medical and mental health needs.

We agree with the statement from the DfE’s 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, unrecognised 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. Children at risk of mental ill-health include:

- children and young people with SEN;
- children who have been or are at risk of being abused, exploited or neglected;
- Children in Need;
- children looked-after, or previously looked-after;
- adopted children;
- children living with socio-economic disadvantage; or
- children who have lived through adverse circumstances.

(Mental Health and Behaviour in Schools (DfE))

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

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;

- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Mental Health and Behaviour in Schools (DfE)

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. Also, we have a role to play by teaching children about mental health via the guidance produced by the PSHE Association.

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 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.

We understand that a medical or mental health condition may cause frequent short absences or times when part-time attendance is the most that pupils can manage. We have to be sympathetic to the nature of the disruption and to give pupils the best possible chance of continuing their education.

We acknowledge the recent findings of a UK study that found obesity and mental health were closely linked and that obese seven-year-olds are at greater risk of suffering emotional problems, such as anxiety and low mood, when they reach 11. Therefore, there is a strong case for early prevention in overweight children.

We understand that there is a major school crisis regarding pupils suffering from school-anxiety problems leading to persistent and debilitating absence from school. These pupils are usually labelled as truants as there is no official data on absence due to school anxiety.

We are aware that children with school anxiety may experience physical symptoms such as:

- stomach pain;
- nausea and headaches before school or have immobilising anxiety;
- panic attacks or something that seems like a tantrum.

In some cases, children may even threaten to harm themselves if parents make them go to school.

We acknowledge that school anxiety and the mental health of children has been a major issue for many years but since the pandemic this has become even more serious as the numbers of children suffering school-anxiety and mental health problems has risen considerably.

We believe that we must support and work with parents of children who are suffering from school-anxiety by:

- acknowledging that school-anxiety is a problem and needs to be addressed;
- not adopting a strict approach to attendance;
- adopting a flexible and child-led approach;
- agreeing with parents a plan for attendance;
- organising a temporary part-time timetable;
- the headteacher using discretion to authorise absence in exceptional circumstances.

We understand that many parents are being prosecuted and fined under legislation put in place to stop parents taking children on holiday in term time. But these punitive actions do nothing to resolve the underlying causes of school anxiety and the absence from school.

We have in place one member of the school personnel who has taken part on the Mental Health First Aid course accredited by the Royal Society for Public Health and is now trained as mental health first aider. They are trained to recognise the signs and symptoms of common mental health issues provide help on a first aid basis, guide someone towards the right support services.

We believe that if a member of the school personnel is going through some form of mental health issue then they should consider going to the MFA who will provide guidance on the relevant help that is needed. MFAs will have the relevant knowledge to be able to spot someone who is developing a mental health issue and therefore will intervene before it escalates.

We acknowledge that the MFAs are not qualified to provide therapy to someone who may need it but only to provide support and to encourage them to access the professional support that is available.

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.

We want all children to have good mental health and to have the ability to develop psychologically, emotionally, intellectually and spiritually. Therefore, we need to ensure that 'young people need to learn about wellbeing and resilience from a young age, so when they leave school they are equipped to deal with problems and have the confidence to seek help'.

We support 'Children's Mental Health Week' by holding a variety of events with our pupils such as assemblies and fund raising events in order to emphasise the need for pupils to view themselves in a more positive way.

We will implement flexible working practices in a way that promotes good work-life balance for all school personnel in order to ensure their mental health and wellbeing.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

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.

Wellbeing Statement

At Barmby Moor CE Primary School and Garton on the Wolds CE Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

We take a whole-school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses aspects:

1. Creating: an ethos, policies and behaviours that support mental health and resilience.
2. Helping children to: develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners who can persevere when faced with challenges.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.

6. Effectively working with parents and carers including providing opportunities to develop their own knowledge and understanding around emotional wellbeing and mental health.

7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

Responsibility for the Policy and Procedure

Role of the Governing Body

- 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:

- work hard to establish a mentally healthy school by adopting a whole-school approach to mental health and wellbeing;
- developing a whole-school approach by:
 - ☐ promoting mental health and creating a positive atmosphere at school;
 - ☐ involving all parts of the school working together and being committed;
 - ☐ developing a positive ethos and culture where everyone feels that they belong;
 - ☐ improving the education of pupils with regard to social, and problem solving skills;
 - ☐ training school personnel, school based counsellors, parents and governors to recognise signals of suicidal thoughts and behaviour;
 - ☐ referring pupils for treatment;
 - ☐ monitoring the mental health of school personnel;
 - ☐ establishing a partnership working between governors, senior leaders, school personnel, pupils, parents/carers, the wider community and outside agencies;
 - ☐ working with families and making sure that the whole school community is welcoming, inclusive and respectful;
 - ☐ maximising children's learning through promoting good mental health and wellbeing across the school – through the curriculum, early support for pupils, staff-pupil relationships, leadership and a commitment from everybody.
- look at all aspects of school life in order to address the issue of mental health;
- work hard to create and maintain a sensitive, supportive and compassionate school environment by tackling prejudice, promoting diversity and removing the stigma around mental health;
- develop inclusive behaviour systems so that pupils feel safe and secure;

- listen to the views and concerns of pupils;
- have in place pupil wellbeing programmes in order to deal with stress and anxiety such as mindfulness and yoga;
- ensure the curriculum promotes mental health and well-being to ensure that pupils have a clear understanding of mental issues;
- ensure pupils understand that mental health is just as important as physical health;
- ensure the PSHE curriculum promotes self-esteem, independence and personal responsibility;
- promote positive mental health with all school personnel;
- encourage a culture of openness for school personnel to freely discuss mental health problems without fear of ridicule;
- have in place systems and processes to support staff well-being and tackle work-related stress;
- 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 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 early help support to those families struggling with mental health issues;
- organise workshops to show parents/carers how to promote pupils' wellbeing and mental health;
- support pupils who have:
 - ☐ developed significant mental health or wellbeing difficulties due to the coronavirus outbreak;
 - ☐ experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities due to coronavirus outbreak;
 - ☐ missed the routine of school and seeing their friends;
- ensure that mental health and wellbeing is an agenda item for all full governing body meetings and addresses the following:
 - ☐ The **provision** that is in place for pupils with mental health and wellbeing needs.
 - ☐ The **process** that is used after a pupil has been identified with mental health and wellbeing needs.
 - ☐ The inclusion of mental health and wellbeing into the **curriculum**.
 - ☐ The **school environment** that ensures open discussion about mental health and wellbeing needs and eliminates stigma.
 - ☐ The monitoring and analysis of **attendance data**.
 - ☐ The monitoring and analysis of **performance data**.
 - ☐ The updating of the **mental health and wellbeing policy** and associated policies.
 - ☐ Engaging with **parents** about their children's mental health and wellbeing.
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - ☐ in place and cover all aspects of this policy;
 - ☐ accurate and suitable;
 - ☐ reviewed annually;
 - ☐ easily available for all school personnel

- 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 by speaking with school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

Role of the Co-ordinator

- lead the development of this policy throughout the school;
- actively promote the emotional wellbeing 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 skillful teaching;
 - ☐ work closely with parents;
 - ☐ introduce emotional literacy programmes, parenting programmes and circle time
- use following questions when assessing 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?
- coordinate support within school and will liaise with outside agencies in order to meet the mental health needs of children/young people;
- 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 Mental-health First Aider

Mental Health First Aiders will:

- use the follow strategies when responding to someone in mental distress by using the '**ALGEE**' action plan:
 - ☐ **A:** Approach, assess, assist with any crisis

- ☐ **L:** Listen and communicate non-judgementally
- ☐ **G:** Give support and information
- ☐ **E:** Encourage the distressed to get appropriate professional help
- ☐ **E:** Encourage other supports

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- teach mental health throughout the curriculum, particularly in PSHE;
- attend training in order to develop their knowledge of mental health and behaviour which will include:
 - ☐ a clear understanding of the needs of pupils with mental health needs;
 - ☐ an awareness of some common symptoms of mental health problems: an understanding of what is, and is not a cause for concern;
 - ☐ an understanding of what to do if they think they have spotted a developing problem;
 - ☐ strategies to ensure that stigma is reduced and pupils feel comfortable talking about mental health concerns;
 - ☐ the ability to 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;
- be made aware of good mental health 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
 - ☐ being supportive to colleagues dealing with stress;
 - ☐ being supportive to colleagues who have been off work due to stress
 - ☐ creating a supportive network within and outside school.
- 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

Role of Nominated Link Governor

The Nominated Link Governor will:

- support the Headteacher and Senior Leadership Team in developing the school's mental health strategy and provision across the school community by discussing:
 - ☐ What is mental health?
 - ☐ The quality of relationships across the school community.
 - ☐ What support systems are in place for all children across the school?
 - ☐ What statutory obligations does the school have to abide by?
 - ☐ What is the role of the School Council and their understanding of mental health?
 - ☐ What training is in place for all school personnel?
 - ☐ What support is given to school personnel and the Headteacher?
- regularly meet with the coordinator and Headteacher to:

- ☐ undertake an audit to ensure mental health and wellbeing is embedded into the curriculum and other school activities;
 - ☐ ensure the school uses best practice from other schools and research into mental health and wellbeing;
 - ☐ ensure mental health is an agenda item at governor meetings;
 - ☐ monitor how effective mental health and wellbeing is present in the school action's by undertaking learning walks and discussions with school personnel, pupils and parents;
 - ☐ ensure all relevant and associated policies are up to date
- attend training sessions

Role of Parents/Carers

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 on mental health and pupil suicide-safety;
- 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

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

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.

Policy Written By	Headteacher
Approved by Governors	October 2025
Review Date (Or before if necessary)	September 2027

