

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

MENTAL HEALTH AND WELLBEING PROTOCOL

Part 1: Aims

Mental health and wellbeing is an important part of the pastoral care of our whole community – this includes both the children/young people in our care as well as our own staff and the families within our community.

This policy sets out our approach to mental health and wellbeing for all parties.

Those experiencing mental health difficulties should not face discrimination and Winchelsea school is committed to helping to identify these difficulties and supporting people to overcome them.

Part 2: School Ethos

We recognise that most people will experience mental health difficulties at some point in their lives and have an ethos, which encourages and shows support and respect for staff, pupils, their families and our wider school community.

We aim to recognise those in need and will endeavour to support them as best we can, possibly signposting them to others who can help. We do not judge or blame, we act to provide a support network for those experiencing difficulties.

At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle, whether this is providing opportunities to talk to others, or take part in activities promoting mental health.

Part 3: Role of Mental Health Lead

The school has a designated Lead for Mental Health, Mrs Justine Dunham.

She acts as a champion for mental health and wellbeing, reporting to the Leadership Team.

Her role is to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, she will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged;
- Support the identification of 'at risk' children and children exhibiting signs of mental ill health;
- Share a knowledge of the local mental health services and work with children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Coordination of the mental health needs of young people within the school and oversight of the delivery of interventions where these are being delivered in the educational setting;
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people;
- Oversee and monitor the outcomes of interventions on children and young people's education and wellbeing.

Part 4: Leadership

The Mental Health Lead reports directly to the Headteacher and meets regularly with her to discuss the provision for staff and pupil mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Pupil wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of pupil interventions
- Monitoring individual support needs
- Policy review
- Review of Mental Health and Wellbeing Action Plan (if not covered in the points above)

General issues and provision discussions may be recorded; however, notes on discussions related to the support of individuals are kept confidential and are not attached to the minutes. The Mental Health Lead presents a written report for the Governing Body on Mental Health and Wellbeing across the school.

They may also be involved in meetings to support staff or pupils with mental health needs. The Mental Health Lead may also need to review provision as a result of individual mental health needs, even if they are not directly involved in organising the support.

Part 5: Identifying needs in children

Pupils with mental health needs are often identified by those closest to them: their parents or the classroom staff. These concerns are discussed with Justine Dunham, as SENDCO or mental health lead depending on the nature of need.

Staff all receive training on helping them recognise the symptoms that a mental health difficulty is affecting their daily lives.

Winchelsea school tailors its support for our children and young people according to their needs. As a school we have access to the following services, provided by ourselves;

- Healthy Minds Workshops
- Strengths and Difficulties Questionnaire (SDQs)
- ELSA – Emotional Literacy Support Assistant
- Friends Therapy
- Feelings Detectives
- Lego based therapy
- Pastoral Support Plan (PSP), Early Help Assessments (EHA), Team Around Child meetings (TAC)

or externally:

- Healthy Minds
- CAMHS
- Lincoln Centre for Grief and Loss

- Lincoln Trauma Centre
- BOSS
- Educational Psychologist
- Paediatricians

The Mental Health Lead/SENDCo and Headteacher meet regularly to monitor the provision of mental health and wellbeing for pupils.

Part 6: Raising a concern

If someone has a concern about the mental health of a pupil, they should initially speak to the child's class teacher, the SENDCo or the Mental Health Lead.

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or their line manager.