



Hobmoor Community Primary Academy
Positive Mental Health Policy

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)

At our school, we 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.

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.

This policy should be read in conjunction with our safeguarding policy, medical policy in cases where a student's mental health overlaps with or is linked to a medical 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 students.
- Increase understanding and awareness of common mental health illnesses.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with children with mental health issues.
- Provide support to pupils suffering from mental ill health and their peers and parents/carers.

Lead Members of Staff

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

- Charlotte Brady - Designated Safeguarding Lead
- Charlotte Brady - Mental Health Lead
- Tim Jolly - CPD Lead
- Natalie Connolly - PSHE Lead

- Natalie Connolly - SENCO
- Justina Suttle - Young Carers Champion

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the wellbeing team or the Designated Safeguarding Lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead and/or the head teacher. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Charlotte Brady (Mental Health Lead) or Natalie Connolly (SENCO).

If there are concerns for a staff member, this should be shared with the Head Teacher and this should not be discussed with other staff members to protect the privacy of those involved.

If the student or adult presents a medical emergency then the normal procedures for medical emergencies should be followed, contacting the emergency services if necessary.

Mental health crises may be one of these:

- suicidal behaviour or intention
- panic attacks / extreme anxiety
- psychotic episodes (loss of sense of reality, hallucinations, hearing voices)
- other behaviour that seems out of control or irrational and that is likely to endanger the person or others

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.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to look after their wellbeing and seek help, as needed, for themselves or others.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. These will be shared with families via newsletters, or one off events such as stay and plays or coffee mornings. We will display relevant sources of support in communal areas 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 or peer is experiencing mental ill 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 Charlotte Brady, our Mental Health Lead or Tim Jolly the headteacher.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/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
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing, e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

What we do to support young carers;

When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to help him or her get the most out of school.

Our school:

Has a member of staff with special responsibility for young carers and lets all new pupils know who they are and what they can do to help.

The school can put young carers in touch with the local Young Carers Service. We can also put families in touch with other support services. For young people who live within the City of York their local carers centre is <https://yorkcarerscentre.co.uk/>

At Hobmoor Community Primary Academy we will;

- Endeavour to make sure that it is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings.
- Respects your right to privacy and will only share information about you and your family with people who need to know to help you.
- Will consider alternatives if a young carer is unable to attend out of school activities e.g. sports coaching, concerts, due to their caring role.
- Comply with the Disability Discrimination Act by offering disabled parents support to get their children into school.
- Take a flexible approach to punctuality and attendance, where this is affected due to the young person's caring role.
- Take a flexible approach to homework and supports young people where doing homework at home can be challenging due to caring role e.g. booster clubs
- Raise awareness of young carers through form time, assemblies or PSHE lessons
- Will support transition from KS2 to KS3 to ensure continuing support is in place.
- Will provide staff training, which can be accessed through the carers trust website or local carers centre
- Will identify young carers on school census systems e.g (Arbor)

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure.

If a student 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. Staff should then follow the school's safeguarding policy and report their concerns to Charlotte Brady, the Designated Safeguarding Lead. These concerns should be recorded as per our safeguarding policy.

If the concern is about a staff member this should be reported to the headteacher and not discussed with others.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues and recognising young carers as part of their regular child protection training to enable them to keep students safe.

We will have training and resources available for all staff to access within the school's shared drive.

We will host or signpost relevant information on our virtual learning environment for staff who wish to learn more about mental health.

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 to developing situations with one or more students.

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

Responding to individual pupils

Tiered approach

- **Universal level** - Class teams, PSHE curriculum, Emotional check-ins, wellbeing chats, monitoring through cpoms, displays and resources available for pupils, staff and their families.
- **Tier One** - Referral to internal Wellbeing team, Triaged - which approach is most appropriate - individual, peer or group work. Our offer includes: emotional regulation, exploring emotions, resilience and self esteem workshops, higher level interventions such as draw and talk therapy,,

understanding addiction, parental mental health. We will also refer to Young Carers.

- **Tier Two** - referral to outside agencies for a range of support including Youth Justice Service, PCSO school liaison service, School Wellbeing Service, Children's society, IDAS, Young carers, The Island, Children's bereavement service, North Yorkshire Sports Mentors, Exploitation team, Changing lives - Youth affected by service.

Policy Review

This policy will be reviewed every 3 years as a minimum.

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 Charlotte Brady or Tim Jolly.

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

Most recent review date: 17/7/26

Date for next review: 17/7/29