



Mental Health Policy

Policy Leader: Claire Neild
Reviewed Date: January 2024
Review Date: January 2026

Policy Statement

Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. This policy has been developed by the Mental Health Leader, SENCO and the Headteacher in partnership with the Teachers and Early Years providers. This policy is to be read in conjunction with the SEN, PSHE, Anti-Bullying and Positive Behaviour policies.

At Ghyll Royd School, Pre-School and Nursery, we are committed to supporting the mental health and emotional wellbeing of our pupils and staff. Our school values reflect our ethos in encouraging kindness, care and consideration to build the foundations of positive mental health. We have measures in place to ensure all members of Ghyll Royd feel emotionally supported.

Although all staff take a role in supporting pupil and colleague wellbeing, the following staff are responsible for and hold the relevant positions to assist:

Mr David Martin – Headteacher and Deputy Designated Safeguarding Lead, Level 3 course in Supervising First Aid for Mental Health in the workplace

Mrs Helen Hudson – Designated Safeguarding Lead, Level 3 course in Supervising First Aid for Mental Health in the workplace

Mrs Rebecca Picken – Form 1 Teacher, Level 3 course in Supervising First Aid for Mental Health in the workplace

Mrs Claire Neild – Form 2 Teacher, Level 3 course in Supervising First Aid for Mental Health in the workplace

In September 2021, five members of Ghyll Royd staff undertook Level 3 training for supervising mental health first aid in the workplace. Mental health training is updated regularly by all staff and we are part of the Bradford Council's Mental Health Matters in Schools initiative.

How we support mental health at Ghyll Royd

Ghyll Royd School actively supports children's mental health through:

- Encouraging positive mental attitudes
- Positively reinforcing the qualities and work of each child
- Encouraging forming and maintaining friendships
- Treating children as individuals
- House buddy system between younger and older pupils
- Weekly PSHE lessons to discuss social, physical, mental and personal wellbeing
- Providing children with responsibilities either in leadership roles or smaller class roles to take pride in
- A WOW Wall of pupil's work
- Weekly celebrations of work and academic progress in our achievement assemblies
- Weekly celebrations of efforts linked to our school values and positive behaviour policy, also known as 'Moz Moments'
- Initiating discussions in class and circle time
- Promoting an open culture for children to voice their worries or concerns
- Worry monsters in each classroom for children to share their concerns
- Active promotion of anti-bullying, wellbeing and safer internet use and initiatives
- An open culture of self-reflection in class through our traffic light system
- Establishing a sense of worth in each child, encouraging a growth mindset
- Promotion on the benefits of a healthy and active lifestyle
- Inviting visitors from professional organisations/mental health charities
- Mindfulness clubs and calming exercises
- Signposting to additional help available from school or externally
- Initiating an open culture on mental health.

Ghyll Royd School actively supports staff mental health through:

- Weekly Teaching and Learning Committee (TLC) group meetings
- Promotion of staff voice in both weekly meetings and individual appraisals
- An open culture for staff to speak and feel listened to
- A collective front on what it means to support and be supported
- Initiating an open culture on mental health.

Our small school has the ability to support individual needs through:

- Regularly checking on children
- Speaking with parents or other staff where appropriate
- Providing additional support
- Providing opportunity away from the classroom i.e. helping staff with errands
- Arranging daily catchups with a member of our Mental Health team

Mental health in the classroom

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

Ghyll Royd School ensures the PSHE curriculum approaches mental health and wellbeing-based topics with sensitivity and is delivered in stages to age-appropriate audiences.

Trickier subjects raised by pupils are handled with sensitivity (see SRE policy). There may be areas where classroom or playground discussion becomes difficult to address.

Ghyll Royd staff are trained to handle these difficulties in the following ways:

- Depending on the nature of the conversation, teachers may begin with discussing the subject with the child/children's parents
- Teachers can raise issues with the designated safeguarding lead who may then wish to speak to the child or guide the teacher on next steps
- All staff have the ability to record any concerns which will then be followed up with a meeting with parents or to be taken further by the DSL.

What to look out for

Through regular safeguarding training, made compulsory for all staff, Ghyll Royd are up to date with what to look out for in terms of identifying signs a child or colleague may be struggling with their mental health. These warning signs should be taken seriously, recorded and, where appropriate, raised with a parent or the DSL.

Possible warning signs include:

- becoming socially withdrawn
- aggression
- changes in activity and mood
- regular claims of pain or sickness, with no physical evidence
- withdrawal from friendship groups / classroom contributions
- talking or joking about self-harm or suicide
- changes in eating / sleeping habits
- expressing feelings of failure
- irrational fears and thoughts
- extreme anxiousness
- change in attitude to learning

Staff who notice any of the above can follow the process outlined in safeguarding training to support both pupils and colleagues.

Working with parents

Changes in family circumstances can result in a change in behaviour. Parents equally need support in these situations, and may need guidance on how to support their child's wellbeing within the home.

In order to support parents we will:

- highlight sources of information and support about mental health and emotional wellbeing
- ensure that all parents are aware of whom to talk to, and how to go about this, if they have concerns about their child.
- make our emotional wellbeing and mental health policy easily accessible to parents
- share ideas about how parents can support positive mental health in their children.
- keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with external agencies and the local authority

Our targeted provision can call on external agencies and services to support families. These include:

- School Nursing services
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Support links:

Mental Health Champions:

<https://bso.bradford.gov.uk/content/www.mentalhealthmattersinschools.org.uk>

Mind in Bradford: <https://www.mindinbradford.org.uk/support-for-you/know-your-mind/>