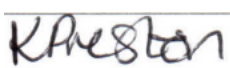


Policy/Procedure Name:	CHILDREN'S MENTAL HEALTH POLICY		
Last Update:	August 2024	Next Update Due:	August 2027

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

Purpose

This policy aims to promote and maintain good mental health and well-being for children Willow Park School, bearing in mind that all of our pupils have Special Educational Needs and Disabilities (SEND) and will be more vulnerable to impaired mental health. It aims to provide a supportive environment that addresses the emotional, social, and psychological needs of children with SEND.

Scope

This policy applies to all children with SEND attending the school, including those with specific learning difficulties, physical disabilities, mental health issues, or developmental disorders.

Legal Framework

This policy considers the following UK legislation:

- The Children and Families Act 2014: This act places a duty on local authorities and schools to identify and support children with special educational needs and disabilities, including those with mental health issues.
- The Equality Act 2010: This act ensures that children with SEND are not discriminated against and have equal access to education, including mental health support.
- The Mental Health Act 1983: This act outlines the procedures for the assessment, treatment, and care of people with mental health disorders, including children with SEND.
- The Children Act 1989 and 2004: These acts outline the responsibilities of local authorities and schools to safeguard and promote the welfare of children.

Key Principles

This policy is guided by the following principles:

- Promoting positive mental health: The school will promote a positive culture and environment that encourages good mental health and well-being for all children with SEND.

- Early identification and intervention: The school will have procedures for identifying children with mental health issues early and providing appropriate interventions and support.
- Person-centered approach: The school will take a person-centered approach to mental health support, taking into account the individual needs and preferences of each child with SEND.
- Partnership working: The school will promote partnership working between the school, parents, carers, and relevant external agencies to ensure a coordinated and effective response to mental health issues.
- Staff training and support: The school will ensure that all staff receive training and support to enable them to identify and support children with mental health issues effectively.

Implementation

To implement this policy, the school will take the following actions:

1. Designate a member of staff responsible for leading on mental health and well-being in the school: Kimberley Preston
2. Provide training and support for all staff to enable them to identify and support children with mental health issues effectively.
3. Develop a range of interventions and support mechanisms, including mindfulness, group work, and peer support.
4. Establish effective partnership working with parents, carers, and relevant external agencies, such as Child and Adolescent Mental Health Services (CAMHS).
5. Monitor and evaluate the effectiveness of the policy regularly and make appropriate changes.

Review

This policy will be reviewed regularly to ensure it remains up to date and effective

Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.