

High Park School Social Emotional and Mental Health Provision for Parents

Our ethos and values: *Respect, trust and value ourselves and each other. Aim for our personal best and share in our successes. Hear every voice. See change as a chance to grow. Make learning fun.*

Whole school provision

- Social, emotional and mental health and wellbeing is at the heart of everything we do.
- Responding to the social, emotional and mental health needs of all our parents/ carers is everyone's responsibility.
- Every parent or carer is made to feel welcome within school and treated with dignity and respect
- Their opinions and parent voice are valued; we recognise parents as knowledgeable professionals who know their child the best
- Positive and trusting relationships are built between High Park staff and parents and carers – leaders within the school work hard to promote a culture where all staff are empathic and respectful of the challenges our families could face at home

All parents or carers access:

- Daily communication via the home school diary
- Regular wellbeing phone calls
- Newsletters and other key information sent home
- Termly parents' evenings
- Parent coffee mornings, workshops, training
- EHCP meetings – which take place within a supportive and familiar environment with refreshments at a time / day that as much as possible accommodate what works best for the family
- Opportunities to access holiday activities within the community with their child and siblings
- Information shared on the school website and social media linked to supportive organisations and resources

Indicators that a parent may need some additional help	Additional Support (within school)	Specialist Support (from outside of school)
<ul style="list-style-type: none"> • Increased or prolonged absence for their child or other siblings • Change to punctuality • Being less interested in activities in school than they previously were • Changes to their presentation / appearance • Changes in sleeping (this might be observed by child being late into school regularly as parent has slept in or parent is observed as being constantly tired or is 	<ul style="list-style-type: none"> • Increased contact with key staff members in schools to create opportunities to talk (Connect, Listen Assess, Support and Signpost) • Daily communication shared in a different way e.g., via email • Resources sent home e.g., information sent home about local support organisations, aromatherapy blends, support to apply for funding or benefits 	<ul style="list-style-type: none"> • Referral to: Early Help, Children's Complex Health and Disability Team/ Transitions Team • Request a Multiagency Meeting to provide more support • Referral to charitable/ voluntary services e.g., Barnardo's, Mencap • Support, where appropriate, to refer to NHS Social Prescribers

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<p>starting to catch up on sleep once their child has gone to school</p> <ul style="list-style-type: none"> • Withdrawal from social situations / avoidance of colleagues / other stake holders • Changes in usual behaviour, mood or how they behave around others • Direct request for support • Change of circumstances (family, home, new baby, bereavement) • Anticipated events such as new baby, class moves, Christmas, before holidays, Eid/Ramadan, planned medical treatment. • Parental comments on social media • Through discussions in meetings/wellbeing calls 	<ul style="list-style-type: none"> • Bespoke arrangements to accommodate important meetings and health appointments • Alternative transport for pupils if usual arrangements are not in place • Wellbeing meeting (with, as appropriate, class teacher, School Nurse, Social Care, member of SLT) • Facilitate supportive links between parents with similar needs / interests or with parents who have gone through similar experiences • Home visits, where appropriate, by key staff to support wellbeing and identify possible strategies for home (this might include external professionals e.g., the School Nurse). 	<ul style="list-style-type: none"> • Referral to health services for example Waddiloves to provide specialist support for appointments and treatments • Referral to intensive support team at Waddiloves for support with behaviour in adults • Referrals to advocacy services such as Sendiass, Barnardos Key Worker Service, Mencap • Facilitate supportive links between parents with similar needs / interests or with parents who have gone through similar experiences either via social media or in person groups. • Signpost parents/carers to specific online or in person CPD to learn about mental health and emotional wellbeing and effective strategies to support.
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