

# Millfields Mental Health and Well-being Team



**Jane Betsworth**  
Head teacher

I oversee mental health and well-being in the school for both staff and pupils.

I am responsible for:

- Ensuring my staff team are supported emotionally
- Ensuring that the needs of the children are met
- That staff and children are supported through difficult times
- Safeguarding

**Debi Cookhorn**  
Deputy Head Teacher & School  
Mental Health Lead

I am the mental health lead in school and my role is to promote wellbeing for all stakeholders .

My responsibilities are:

- To lead the wellbeing team
- To have a clear vision and action plan
- To communicate regularly with all stakeholders
- To plan a range of activities to promote self-care and wellbeing in staff and pupils

**Philippa Harbridge**  
Clinical Psychologist

I am a clinical psychologist working in school as part of the WAMHS project in Hackney. I am responsible for a school wide approach to mental health and I do this through:

- Staff consultations
- Parent drop in sessions
- Class observations
- Staff training
- Parent workshops on mental health
- Supporting referrals
- Supervision

**Jennifer Jones**  
Education Mental Health Practitioner

I support parents and children through 6 week parenting programs and also support groups of children in school. I also can help support in class sessions.



**Finian Neary**  
Art Therapist

I am an art therapist and counsellor  
I work 1:1 with identified pupils

**Kingsley Fry**  
SENCO/SAFEGUARDING

I oversee the SEN needs of the children. I regularly meet parents, complete annual reviews for children with EHC plans.

I am responsible for:

- Liaising with outside agencies
- Parent meetings regarding safeguarding or SEN needs
- Supporting teachers who work with SEN pupils
- Ensuring equitable access to the services we provide

**Chris Belgrave**  
Lead Behaviour Professional

I support behaviour throughout the school in lesson time and during playtime & lunchtime.

I am responsible for:

- writing behaviour plans for individuals who need extra support.
- Following up on serious incidents and keeping an eye on key individuals daily.
- Liaising with parents of children being supported for behaviour
- Working alongside the REU staff in school

This team liaise closely and regularly to discuss key individuals to ensure that the staff and children of Millfields are appropriately supported

## Teacher Responsibilities:

Teacher Standards show that teachers are accountable for academic progress and attainment but also:

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions <sup>2</sup> showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Notice when things are not right and pass on the information to SLT

## Parent Responsibilities:

Parents are best placed to notice changes in their own children and be able to support them to develop emotionally. 8 Key practical tips for parents:

1. Be aware—tune into your children and be aware of what they are up to
2. Identify Causes—help your children to discuss feelings and name feelings and then own feelings and have strategies to cope with their feelings
3. Communicate—Listen carefully to what children are saying or trying to say and offer comfort. Re-phrase what they tell you, share your own experiences and how you managed them and encourage them to think of ways they can help themselves
4. Value self-reflection— model and reiterate the benefits of thinking things through. Think through with them potential impacts of different sorts of behavior
5. Encourage resilience—help children to develop the ability to deal effectively with setbacks and cope with transitions. Be clear that all feelings are real and ok to have but help discuss how you can deal with feelings that are difficult
6. Foster relationships—good relationships help children bounce easily through life whereas difficult ones can be upsetting and result in challenges. Relationships with family affect the way we feel and it's important for children to have strong connections to others.
7. Consider self esteem—children often face uncertainties and have to cope with competitive environments and situations. Some children struggle with this. Parents can help to strengthen self esteem by encouraging and reinforcing feelings of optimism.
8. Remember the givens—there are certain non-negotiables for supporting , developing and sustaining well-being in children. E.g. unconditional love, sensible and fair guidance, connectivity, honesty, good role models, understanding and respect of their feelings