

May Blossom Farm CIC

Alternative Provision

Registered Office: 30 Bath Street, Rugby, Warwickshire

Phone: 07870 853725

Email: info@mayblossomfarm.co.uk

Website: <http://www.mayblossomfarm.co.uk>



Positive Mental Health and Wellbeing Policy

Approved by:	Gill Press
Last reviewed on:	01/09/2025
Next review due by:	31/08/2026
Head of Alternative Provision	Gill Press
Deputy Head of Alternative Provision	Hannah Priest
Designated Safeguarding Lead (DSL)	Gill Press
Deputy DSL (DDSL)	Hannah Priest
Designated Safeguarding Trustee	Russel Breyer

This policy was ratified in Sept 2025 and will be reviewed in September 2026

Vision and Values

At May Blossom Farm (MBF), we believe that emotional wellbeing and mental health are central to every child's ability to learn, grow and thrive.

Our approach is rooted in nature, connection, compassion and inclusion. Every learner, member of staff and volunteer is valued as part of our community. We aim to create a calm, nurturing environment where individuals can regulate, relate and restore.

This policy reflects MBF's **GROW** values:

- Growth – Nurturing self-awareness, personal development and resilience.
- Relating – Building trust, empathy and respectful relationships.
- Opportunity – Encouraging curiosity, creativity and hope for the future.
- Wellbeing – Promoting safety, belonging and emotional regulation.

Policy Statement

MBF promotes positive mental health and wellbeing for all students, staff, and volunteers. We recognise that mental health is just as important as physical health and that wellbeing underpins learning, relationships and safety.

We are committed to:

- Promoting a culture that normalises conversations about mental health.
- Supporting those experiencing distress, anxiety or other challenges.
- Building protective factors through connection, structure and reflection.
- Working collaboratively with parents, schools and external agencies.

Aims

- To promote positive mental health for all members of the MBF community.
- To increase awareness and understanding of mental health and wellbeing.
- To identify and support those experiencing mental ill health early.
- To embed emotional literacy and self-regulation in the curriculum.
- To provide safe, restorative spaces and supportive relationships.
- To ensure staff feel equipped and supported to respond appropriately.

Roles and Responsibilities

All staff and volunteers share responsibility for promoting wellbeing and being alert to signs of distress or mental ill health.

Designated Mental Health Lead: Gill Press

Deputy Lead: Hannah Priest

Safeguarding Trustee: Russel Breyer

Responsibilities include:

- Coordinating wellbeing support and signposting to services.
- Ensuring staff receive ongoing training and supervision.
- Liaising with referring schools, CAMHS, and social care when required.
- Monitoring wellbeing trends and sharing learning through reflection.

Any staff concerns about a student's mental health should be recorded and shared with the Designated Mental Health Lead or DSL as per safeguarding procedures.

Creating a Mentally Healthy Environment

- Relational Culture: Every interaction is grounded in respect and empathy.
- Safe Spaces: Access to sensory and outdoor areas for regulation.
- Predictable Routines: Clear structure reduces anxiety and builds safety.
- Voice and Choice: Students are involved in shaping their support plans.
- Reflective Practice: Daily check-ins, supervision and staff debriefs.
- Partnership Working: Regular communication with families and referring schools.

Identification and Early Support

Staff are trained to recognise early signs of emotional distress such as:

- Changes in mood, appetite or engagement.
- Withdrawal, isolation or avoidance.
- Physical complaints without medical cause.
- Verbalising feelings of hopelessness or low self-worth.

Where concerns arise:

1. Listen calmly and without judgement.
2. Reassure the young person and validate their feelings.
3. Record concerns on CPOMS (or secure system).
4. Consult with the Mental Health Lead or DSL.
5. Agree next steps – e.g. wellbeing check-in, referral, parental contact.

Urgent concerns (e.g. risk of self-harm or suicide) follow the Safeguarding and Child Protection Policy.

Support and Intervention

- Universal Support: Integrated throughout our curriculum and routines (emotional regulation, mindfulness, nature-based activities, animal care, movement).
- Targeted Support: Personalised Regulation or Wellbeing Plans co-created with the learner and their network.
- Specialist Support: Referral to CAMHS, GPs, or therapeutic services when required.
- Reintegration: Flexible, phased transitions for students returning from time away due to mental health reasons.

Supporting Staff Wellbeing

We recognise that staff wellbeing directly impacts student wellbeing. MBF promotes a reflective and supportive culture through:

- Regular supervision and team reflection.
- Access to wellbeing resources and mental health training.
- Encouraging open dialogue and peer support.
- Clear communication, realistic expectations and a sense of belonging.

Curriculum and Education

Wellbeing is woven into the MBF curriculum through:

- Emotional literacy and self-regulation teaching.
- Outdoor learning and connection to nature.
- Social, moral and restorative reflection activities.
- Lessons on healthy coping strategies, relationships and self-care.

Confidentiality and Information Sharing

Information is shared on a need-to-know basis, in line with data protection and safeguarding law.

Students are informed if their disclosure will be shared for safety reasons.

All staff follow the Information Sharing: Advice for Practitioners (DfE, 2024) guidance.

Monitoring and Review

- Ongoing wellbeing audits through learner and staff voice.
- Reflection in staff meetings and supervision.
- Half-termly review with referring schools.
- Annual policy review and update (next: November 2026).

Linked Policies

- Safeguarding & Child Protection Policy
- Positive Relationships Policy
- Anti-Bullying Policy
- SEND Policy
- Health & Safety Policy

“Each of us has the potential to blossom into something beautiful — if the conditions allow it.”

Appendix A: Understanding and Responding to Self-Harm and Mental Health Crisis

At May Blossom Farm (MBF), we recognise that self-harm and suicidal thoughts are signs of deep distress. They should never be dismissed as attention-seeking behaviour. Our approach is compassionate, non-judgemental, and trauma-informed, prioritising safety, connection and restoration.

Self-harm includes any act of self-injury or self-poisoning, irrespective of motivation. It can include cutting, hitting, burning, overdosing, hair-pulling, or other acts that cause harm to oneself. Some individuals may also engage in risk-taking behaviours or withdrawal as forms of emotional pain management.

1. Principles

- Every disclosure or concern is taken seriously.
- Compassion, safety and empathy guide all responses.
- Early help and open dialogue are encouraged.
- Information is shared only on a need-to-know basis.
- We seek to empower young people with healthy coping strategies and a sense of belonging.

2. Recognising Signs of Distress

Staff may notice warning signs such as:

- Unexplained injuries or covering up skin.
- Changes in mood, withdrawal, or irritability.
- Talking or joking about self-harm or suicide.
- Drop in engagement, appetite, or concentration.
- Giving away possessions or expressing hopelessness.

These indicators should always be taken seriously and reported promptly to the Mental Health Lead or DSL.

3. Immediate Response to Disclosure or Discovery

When a child discloses self-harm or suicidal thoughts:

1. Stay calm, listen actively, and show empathy.
2. Reassure the child that they have done the right thing by sharing.
3. Avoid making promises of confidentiality—explain that safety comes first.
4. Do not ask for details of the method or injury unless necessary for first aid.
5. Record factual details immediately and report to the DSL/Mental Health Lead.
6. If there is immediate risk, follow emergency procedures and contact medical services.

4. Risk Assessment and Support Plan

A wellbeing or risk assessment will be completed by the Mental Health Lead and DSL in collaboration with parents/carers, the referring school and, where appropriate, external professionals. This may include:

- Identifying triggers and protective factors.
- Strategies for emotional regulation and safe expression.
- Actions to take if risk increases.
- Review and monitoring arrangements.

Support plans are reviewed regularly to ensure that the student remains safe and supported.

5. Communication and Confidentiality

Students are informed when information will be shared for safety reasons. Parents are usually involved, unless doing so could place the child at greater risk. Records of all concerns, discussions, and actions are stored securely on CPOMS or an equivalent system in line with GDPR and safeguarding law.

6. Working with Parents and Professionals

MBF works in partnership with parents/carers, referring schools, CAMHS, GPs, and social care to ensure coordinated support. Parents will be supported to understand self-harm and encouraged to seek professional help when needed. With consent, information may be shared to facilitate continuity of care.

7. Promoting Recovery and Resilience

Through our curriculum, relational practice and nature-based learning, MBF supports students to:

- Build emotional awareness and healthy coping strategies.
- Explore safe alternatives to self-harm.
- Develop resilience, self-worth, and trust in others.
- Reconnect with the environment and community.

Staff are supported through regular supervision and reflective practice to process the emotional impact of responding to self-harm disclosures.

This appendix should be read alongside the Safeguarding & Child Protection Policy and the Positive Relationships Policy.