



GROWING TOGETHER • POSITIVE ATTITUDE • SUCCESS IN ALL WE DO

**Mental Health and Wellbeing**  
**Policy**

Date	April 2021
Introduced	April 2021
Next Review	April 2022

## **Context**

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

### **1.1 Duty to Promote Wellbeing**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement.

At our school, we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

### **1.2 Whole School Approach**

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

## **WORKING WITH PARENTS AND CARERS**

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.

## **WORKING WITH OTHER AGENCIES AND PARTNERS**

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.

- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers

## **2. Implementing Policy**

### **2.1 School Aims and Values**

This Mental Health and Wellbeing policy is set within the wider context of the school's aims and values, which include the following:

- To create an interesting, stimulating and friendly environment, where each individual can feel secure and valued and will develop his or her full potential.
- To help develop lively, enquiring minds that would encourage lifelong learning, the ability to question and argue rationally, to work with imagination and a sense of purpose.
- To encourage respect for religious and moral values, to be tolerant of the views of others, other religions, races and ways of life.
- To develop commitment to tasks, pride in achievement, diligence and the ability to make choices.
- To provide a broad balanced curriculum that provides practical experiences which develop a range of skills, the acquisition of knowledge and the opportunity for extended study.
- To develop an awareness of the importance of history and to help children appreciate human achievements and aspirations.
- To develop a sense of responsibility, self esteem, self discipline, self confidence and independent thinking.

### **2.2 Aims of Mental Health and Wellbeing Policy**

**The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:**

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

**We will always promote a healthy environment by:**

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.

- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Providing support to any student who needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

### **3. Confidentiality and Safeguarding**

#### **3.1 Key Members of Staff**

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

**-Our Designated Safeguarding Officers:** Fran Rhodes, Charlotte Brattan, Sara Hayward

**-Mental Health and Wellbeing lead:** Claire Hawkins (Supported by SLT)

**-Governor for Safeguarding:** Holly Brown

**-SENCO:** Emily Smith

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to: DSL

#### **3.2 Confidentiality**

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

#### **3.3 Managing Disclosures**

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be

recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

## **4. Teaching and Staff Development**

### **4.1 Teaching about Mental Health**

Our PHSE curriculum (See PSHE policy) is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our PHSE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

### **4.2 Identifying Needs and Warning Signs**

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
  - Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties

### 4.3 Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

### **Policy Review**

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.