



Mental Health & Wellbeing Policy

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02. Staff & 09. Pastoral	SharePoint> Information Sharing> Policies & Guidance>02. Staff & SharePoint> Information Sharing> Policies & Guidance>09. Pastoral>Mental Health & Wellbeing

This policy has been from a template provided by and in collaboration with Wellbeing in Mind team based at Tees, Esk & Wear Valleys (TEVW) NHS Foundation Trust.

An introduction to the work of this team can be found at:

<https://www.tevw.nhs.uk/services/wellbeinginmind-parent/>

Additional guidance was obtained from



Policy Statement

Mental Health is a state of Wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)

At Woodlands Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Scope

This document describes the Academy's approach to promoting positive Mental Health and Wellbeing. This policy is intended for as guidance for all staff including non-teaching staff and governors.

It should be read in conjunction with other relevant school policies.

Policy	Found at: SharePoint> Information Sharing> Policies & Guidance>
Positive behaviour policy	13. Health & Safety>09. People
Child protection Policy	09. Pastoral
Designated Teacher for Looked After & Previously Looked After Children	09. Pastoral
Curriculum Teaching & Learning policy	11. Teaching & Learning>01. Policies
Acceptable Use Agreement	10. Behaviour
Personal Social Health & Economic (PSHE) Education Policy	12. Curriculum
Relationship & Sex Education (RSE) Policy	12. Curriculum
Supporting Pupils with a Medical Condition Policy	13. Health & Safety>07. Medical

Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.

- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff about mental health issues, and how they can be supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Pastoral Manager
- Designated Safeguarding Lead
- Mental Health Lead- pupils/staff
- Wellbeing Governor
- Wellbeing-in-Mind Team
- Mental Health First Aid Champions
- PSHE Coordinator
- Headteacher
- Line Managers
- Curriculum support officer / social media lead.

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to their head of department i.e. line manager or Pastoral Lead.

If there is a concern that the student is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Whole School Approach

At Woodlands Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. We take the view that positive mental health is everybody's business and that we all have a role to play.

To promote this aim we support students to:

- Develop self-esteem, self-confidence, emotional well-being and resilience, to enable them to attend school regularly and feel secure to engage in learning and social opportunities.
- Develop positive relationships based on respect for themselves and others, ensuring a safe, accepting and happy environment for all.

- To be able to recognise sensations in the body and name emotions and have the skills to self-regulate, helping them to use strategies or seek help when needed.
- Develop effective communication skills appropriate to their needs to ensure positive relationships and interactions with peers and adults.
- Develop a set of personal values and attitudes, encouraging each young person to reach their own potential, secure in who they are as an individual and comfortable to their own thoughts and opinions.
- Make informed choices regarding personal and social issues to promote personal emotional and physical safety.
- Learn to keep themselves and others safe
- Develop positive attitudes to health to promote a healthy lifestyle in to adulthood.
- Learn to respect the differences between people, to promote an inclusive, accepting environment for all.
- Develop their independence skills, preparing themselves for adult life.
- Become responsible and caring citizens.
- Be part of a school community in which everybody's contribution is valued, enabling everyone to feel included and accepted.

We promote a mentally healthy environment through:

- Promoting our school values and aims '*To provide high quality education for all children. To identify the needs and talents of each student and help them reach their full potential. To provide a supportive, caring environment where every individual is valued.*'
- Providing a happy, safe and secure learning environment and a school ethos, which promotes positive relationships between peers and between students and staff.
- Encouraging a sense of belonging, where young people are happy to come to school engage in learning, thrive and participate in the school community.
- Promoting pupil voice and opportunities to participate in decision-making eg school council, class discussions Input from the Wellbeing in mind team.

We will use resources to track social and emotional wellbeing such as:

- Thrive assessment
- Boxall
- Intervention Framework (at: SharePoint> Information Sharing> Policies & Guidance>11. Teaching & Learning)

Identifying needs and Warning Signs

Positive Behaviour Support System (PBS)

All students have a PBS including a Green Behaviour scale; which identifies caring community (support network), Productivity and High quality relaxation. The Amber behaviour scale highlights stress factors and the Red behaviour scale describes presentation of behaviour specific to the individual student.

All staff will complete regular PBS entries for their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

These are clearly coded in to emotional, social and Wellbeing to aid identification. School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the Mental Health Lead as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in absence

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website, Facebook page and newsletter.
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and support available, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
 - Facilitate parent sessions to enable parents to meet and access information and support on a range of topics and share experiences in a supportive environment.
 - Support parents in referring to services who may be able to support, this may include; the Wellbeing in Mind Team (WIMT), Early Help and school Nurse.

Working with other agencies

As part of our holistic provision and support the Academy will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Family support workers
- Therapists
- Compass Reach

(For more details about the support available, see appendix A)

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards) and through our communication channels (newsletters, website, Parent groups and Facebook), we will share and display relevant information about local and national support services and events.

Mental Health and Wellbeing for Staff.

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

As education staff juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support their pupils. (Mentally healthy Schools).

We aim to support staff wellbeing and mental Health through:

- A caring and supportive environment and ethos.
- A clear culture and vision.
- A culture of trust where staff feel valued and supported.
- Clear policies and procedures with clarity and fairness in the implementation of these.
- Teacher appraisal that is supportive with realistic targets.
- Clear line management and support systems.
- Access to Reflective Practice to enable a supportive atmosphere to discuss and problem solve school based concerns.
- Staff Wellbeing Champions who work to raise awareness and promote wellbeing, services, tools and activities we have available for staff.
- Wellbeing activities available to all staff such as Mindfulness, Yoga, Secret buddy and Wellbeing drop in sessions.
- Creating a sense of belonging to a team and the whole school.

- Open door policy with school leaders.
- Open communication with staff about change and development for the school.
- Regular Team and whole school briefing.
- Dedicated staff room.
- Access to the School Advisory Service who provide an extensive Health and Wellbeing Support Service.
- Good training and opportunities for continued professional development.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

We will promote relevant information for staff who wish to learn more about mental health supported by the Wellbeing in Mind Team as part of the Whole School approach to Mental Health.

Training opportunities for staff will be available as part of our training plan for the year, and may be highlighted part of the performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.