

Date	Review Date	Senior Mental Health & Wellbeing Lead	SLT / Ops Manager/ Health & Safety Committee
13/03/2025	<i>Suggested</i> 30/03/2027	E Osborn	TBC

## Mental Health & Wellbeing Policy

*Mental health is defined as a state of wellbeing in which every individual recognises 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 his or her own community.*

**World Health Organisation, August 2014**

We understand that we have a central role to play in enabling our pupils to be resilient and support good mental health and well-being. We understand the crucial importance of promoting good mental wellbeing for all our pupils.

We take a whole school approach to mental health and wellbeing which includes:

- education about healthy relationships, sex and mental and physical wellbeing;
- a structured school environment with clearly communicated and consistently applied routines and clear expectation for behaviour and social interaction;
- promoting a school culture of respect which values diversity;
- a graduated response to behaviour which provides opportunities to assess where issues may be the result of educational, mental health, or other needs and vulnerabilities and tailor responses appropriately;
- early intervention, targeted support and appropriate referral to create a safe and calm environment where pupils feel safe and supported;
- visible access to information about how to support mental health and wellness, including where to access additional support;
- working with local and national services to ensure a good understanding of support available to seek support ourselves and direct pupils and families to appropriate resources;
- enabling student and parent voice to be heard and for pupils to have some influence over decisions in school;
- providing regular input for staff to ensure they have up to date knowledge and understanding of safeguarding issues, including mental health and wellbeing;
- protecting staff mental health and wellbeing outlined in our Staff Wellbeing Charter.

We recognise the importance of good relationships between staff and pupils and ensure that school staff are well-positioned to know and understand their pupils well, facilitating early identification of signs a student may be at risk of poor mental health. Recognising that pupils who have experienced abuse or neglect may face lasting impacts, we share information carefully to support a vigilant, compassionate, targeted approach. Pupils at increased risk include those with special educational needs (SEN), those abused or at risk of abuse, those in need, looked-after or adopted pupils, those facing socio-economic disadvantage, and those exposed to adverse circumstances. Common mental health problems among pupils can include emotional health, conduct and behaviour challenges, developmental and attachment disorders, trauma-related challenges, and others.

We recognise that excellent attendance at school is linked to better academic progress and attainment by ensuring pupils access a broad, balanced and knowledge-rich curriculum and enabling them to benefit positively from clear routines, social norms and expectations which support good mental health. It also ensures that pupils can benefit from the extra-curricular activities on offer at school that promote good social and emotional development and enables early intervention. We address school-anxiety problems and work with parents to support pupils whose attendance is below expectations. Pupils with lower attendance are monitored closely by Year Team Leaders and the inclusion team.

We emphasise the importance of teachers' mental health and support reducing excessive workloads. Flexible working practices are implemented to promote work-life balance for school staff where appropriate. The schools Staff Wellbeing Charter clearly sets out how the school supports work-life balance and signposting to support where staff are at risk is regular and visible.

Our commitment to equality is evident through an equality impact assessment, aligning with the Equality Act 2010. We strive for equality in all aspects of school life, treating everyone equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Our goal is to create a school community where everyone feels safe, secure, valued, and of equal worth.

### **Senior mental health training**

We are aware that:

- since June 2021, the DfE is offering a senior staff member grant funding for training to develop the knowledge and skills to help develop a whole school approach to mental health and wellbeing.
- training is not compulsory but having a senior mental health lead who can attend training is encouraged to help schools develop a holistic approach to promoting and supporting the mental wellbeing of pupils and staff and making best use of resources.
- the learning outcomes from the training are closely aligned with the principles of Public Health England's promoting pupils and young people's emotional health and wellbeing.
- research suggests that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in pupils and young people and greater readiness to learn.

We have taken advantage of this offer and have appointed a member of the senior leadership team to this role – Emma Osborn, AHT.

### **Policy Aims**

- To ensure that necessary actions are taken in school so that mental health problems are quickly recognised at an early age and treated.
- To support pupils who may have developed significant mental health or wellbeing difficulties (with particular attention to the impacts of the Corona virus pandemic).
- To ensure compliance with all relevant legislation connected to this policy.
- To share good practice within the school, within the Trust and with the local authority in support of continued improvement.

### **Responsibility for the Policy and Procedure**

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy and it should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation and guidance:

- Equality Act 2010
- Mental Health Act 2017

The following documentation is also related to this policy:

- Mental Health and Behaviour in Schools (DfE 2018)
- Equality Act 2010: Advice for Schools (DfE)
- Character Education (DfE)
- Keeping Children Safe In Education (2024) (DfE)

- Working together to safeguard children 2023: statutory guidance (DfE)

### Role of the Head teacher

We understand that support from the head teacher and senior leaders is essential to ensure that efforts to promote emotional health and wellbeing are accepted and embedded.

Head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people. They should provide leadership in this area by ensuring social and emotional health and wellbeing features within improvement plans, policies, systems and activities. These should all be monitored and evaluated.

**NICE guidance.**

### The Head teacher will:

- work hard to establish a mentally healthy school by adopting a whole-school approach to mental health and wellbeing.
- ensure that school action planning features mental health and wellbeing
- provide time in SLT meetings and link meetings to address the following:
  - The amount of **provision** that is in place for pupils with mental health and wellbeing needs.
  - The **process** that is used after a student has been identified with mental health and wellbeing needs.
  - The inclusion of mental health and wellbeing into the **curriculum**.
  - The **school environment** that ensures open discussion about mental health and wellbeing needs and eliminates stigma.
  - The monitoring and analysis of **attendance and behaviour data**.
  - The monitoring and analysis of **performance data**.
  - The updating of the **mental health and wellbeing policy** and associated policies.
  - The effectiveness of the **budgetary allocation**.
  - Engaging with **parents** about their pupils's mental health and wellbeing.
- ensure all school staff, pupils and parents are aware of and comply with this policy.
- ensure the development inclusive behaviour systems so that pupils feel safe and secure
- listen to the views and concerns of pupils
- ensure curriculum opportunities are taken to promote mental health and well-being to ensure that pupils have a clear understanding of mental issues, in particular that the Personal Development curriculum promotes self-esteem, independence and personal responsibility
- promote positive mental health with all school staff, encourage a culture of openness for school staff to freely discuss mental health problems without fear of ridicule and have in place systems and processes to support staff well-being and tackle work-related stress.
- ensure risk assessments are:
  - in place and cover all aspects of this policy.
  - accurate and suitable.
  - reviewed annually.
  - easily available for all school staff.
- make effective use of relevant research and information to improve this policy.
- monitor the effectiveness of this policy by seeking feedback from school staff and parents

### Role of the Mental Health Lead

The designated member of the leadership team with responsibility for the strategic leadership of Mental Health and Wellbeing will work with the Head teacher, Senior Leadership Team, SENCO, Inclusion Team and Behavior Team to:

- strategically lead the development of this policy throughout the school.
- develop a whole-school approach by ensuring action planning is in place and monitored which aims to:

- promote mental health and create a positive atmosphere at school where everyone feels that they belong, promoting trust and respect through the school values of community, integrity, and opportunity for all pupils.
  - involve all parts of the school working together and being committed.
  - provide appropriate support or referral to pupils presenting as at-risk
  - provide coordinated support within school and with outside agencies in order to meet the mental health needs of pupils/young people.
  - protect the mental health of school staff.
  - maximise pupils' learning through promoting good mental health and wellbeing across the school – through the curriculum, early support for pupils, staff-student relationships, leadership and a commitment from everybody.
  - work hard to create and maintain a sensitive, supportive and compassionate school environment by tackling prejudice, promoting diversity and equality and removing the stigma around mental health ensuring pupils understand that mental health is just as important as physical health.
  - promote emotional wellbeing through effective behaviour management
  - support good relationships with pupils and families and between governing bodies, senior leaders, school staff, the wider community and outside agencies.
- promote positive mental health through:
  - activities that promote emotional, moral, spiritual and social development alongside intellectual development.
  - support for pupils with behavioural and communication difficulties in order for them to develop socially and emotionally.
  - valuing everyone who is engaged in the care and supervision of pupils.
  - high professional standards.
  - coordinated support within school and with outside agencies in order to meet the mental health needs of pupils/young people.
- provide training for staff on induction and when the need arises regarding Mental Health and Wellbeing.
- provide guidance, support and training to all staff to ensure they are able to:
  - identify pupils with underlying mental health issues including the signs of suicidal thinking and know what to do.
  - differentiate between pupils with mental health issues and those who are behaving badly.
  - respond to parents/carers who want to talk about their child's mental health and to be supportive and help reduce some of their worries.
  - respond to parents/carers who want to talk about their own mental health needs that are worrying them.
- provide information and access to support for school staff to enable them to:
  - recognise stress symptoms.
  - take action to reduce stress.
  - cope with stressful situations.
  - find a work-life balance.
- make effective use of relevant research and information to improve this policy.
- ensure and assure guidance and support to all staff.
- ensure that awareness and information is shared with parents and carers via appropriate means.
- review and monitor policies and action plans.

## **Role of School Staff**

School staff will:

- Understand that school staff cannot act as mental health experts and should not try to diagnose or treat conditions, but that their role is crucial in providing a safe, secure environment which supports pupils' health, identifying issues and making appropriate referrals for support, applying relational skills to interactions with pupils to support those who are vulnerable;
- comply with all aspects of this policy;
- engage with training provided by the school in order to develop their knowledge of mental health and behaviour which will include:
  - a clear understanding of the needs of pupils with mental health needs.
  - an awareness of some common symptoms of mental health problems: an understanding of what is and is not a cause for concern.
  - an understanding of what to do if they think they have spotted a developing problem.
  - strategies to ensure that stigma is reduced, and pupils feel comfortable talking about mental health concerns.
  - the ability to differentiate between pupils with mental health issues and those who are behaving badly.
- work closely with pupils and parents;
- provide:
  - opportunities for on-to-one conversations with trusted adults where this may be supportive.
  - some focused lessons on relevant topics such as mental wellbeing or staying safe as appropriate.
  - pastoral activity, such as opportunities to renew and develop friendships and peer groups.
  - other enriching activities.
- be alert to symptoms of stress with their colleagues.
- be aware of what support there is for staff, pupils and parents/carers.
- ensure that the normal safeguarding procedures apply when having conversations with parents who may be confused, anxious, worried, self-blaming, angry or isolated, maintain professional boundaries when speaking with parents and when speaking to parents/carers show empathy and sincerity; ask open questions; probe with sensitivity; show them that they are not alone and that they are working together with the school.
- not encourage the disclosure of sensitive details but will explain to the parent/carer what their duty is to share information.
- report to the designated safeguarding lead if they have any doubt about the safety of a child or adult.
- implement the WeST Equality Policy.
- report and challenge all incidents of discrimination.
- report any concerns they have on any aspect of the school community.

## **Role of Parents**

Parents/carers will:

- work in partnership with the school;c
- comply with this policy for the benefit of their pupils;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website.
- Meetings with parents
- School events.
- Meetings with school staff.
- Headteacher reports to the HAB3.
- Social media:
  - Facebook
  - Twitter
  - Virtual message boards

## **Safeguarding**

We:

- are committed to safeguarding and promoting the welfare of all pupils as the safety and protection of pupils is of paramount importance to everyone in this school.
- work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all pupils.
- believe that all pupils have the right to be safe in our society.
- recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of pupils by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and through working with parents.
- teach all our pupils about safeguarding.
- work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties.
- want all pupils to feel safe at all times.
- want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.
- ensure that all school staff:
  - Complete annual training covering 'Keeping Pupils Safe in Education' (KCSiE) guidance.
  - The must:
- understand that safeguarding and promoting the welfare of pupils is everyone's responsibility.
- attend appropriate safeguarding and child protection training at induction.
- be made aware of the following policies:
  - Safeguarding and Child Protection
  - Behaviour
  - School Staff Behaviour
  - Role of Designated Safeguarding Lead (DSL)
- attend regular updated safeguarding training.
- be aware of all safeguarding systems within the school.
- be in a position to identify concerns early, provide help for pupils, promote pupils' welfare and prevent concerns from escalating.
- have responsibility to provide a safe environment in which pupils can learn.
- be prepared to identify pupils who may benefit from early help.
- be aware of the process for making referrals to the local authority.
- report to the designated safeguarding lead any concerns they have regarding a child.
- know what to do if a child tells them they are being abused, exploited or neglected.
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- be familiar with 'Working Together to Safeguard Pupils: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Pupils (DfE)'.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

## **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher, Governing body and the Senior Leadership team as appropriate.

## Linked Policies

- Anti-Bullying
- Curriculum
- Early Help
- Health and Safety at Work
- Health and Well-being of School Staff
- Management of Health and Safety Regulations
- Pastoral Care
- Safeguarding and Child Protection
- Outside Agencies
- Student Behaviour and Discipline
- Searching, Screening and Confiscation Policy
- Stress Management
- Teaching and Learning
- Work-life Balance
- Food and Fitness
- Bereavement
- Student Suicide-Safety

<b>Headteacher:</b>	C Granville	<b>Date:</b>	13/03/2026
<b>Chair of Governing Body:</b>		<b>Date:</b>	

**Addendum**