

Name of Policy: Mental Health and Wellbeing	Version/Last Review Date: May 2023 (V1)
Statutory documents linked to policy:	Previous review date:
Other Policies linked to this policy: Staff behaviour policy, Anti bullying policy, pupil behaviour policy. Equal opportunity policy, Rasism Policy, Sex Ed Policy, SEND policy,	Next Review Date: May 2026 (V2)
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem, and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

MENTAL HEALTH AND WELLBEING POLICY

AIMS

Mental health and wellbeing is an important part of the pastoral care of our whole community – this includes both the children/young people in our care as well as our own staff and the families within our community.

This policy sets out our approach to mental health and wellbeing for all parties.

Those experiencing mental health difficulties should not face discrimination and the school are committed to helping to identify these difficulties and supporting people to overcome them.

VERSIONS

A co-produced version of this policy is available for:

- Parents and carers;
- Young people.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with the Staff Handbook and the following policies:

- PSICHE Curriculum
- Appraisal
- Behaviour
- Special Educational Needs
- Safeguarding
- Health and Safety
- Medical Conditions

- Diversity and Equal Opportunities
- Whistleblowing

ETHOS

We recognise that everyone will experience mental health difficulties at some point in their lives and have an ethos, which encourages support and respect for both staff and pupils. At our school we have an inclusive ethos, which encourages support and respect for both staff and pupils.

We aim to recognise those in need and will endeavour to support them as best we can, possibly signposting them to others who can help. We do not judge or blame, we act to provide a support network for those experiencing difficulties.

At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others, or take part in activities promoting mental health.

ROLE OF THE MENTAL HEALTH LEAD

The school has a designated Lead for Mental Health. They act as a champion for mental health and wellbeing, reporting to the Leadership Team.

Their role is not to necessarily provide interventions, but to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged;
- Support the identification of at risk children and children exhibiting signs of mental ill health;

- Knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Coordination of the mental health needs of young people within the school or college and oversight of the delivery of interventions where these are being delivered in the educational setting;
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people;
- Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing.

LEADERSHIP

The Mental Health Lead reports directly to the Headteacher and meets regularly with them to discuss the provision for staff and pupil mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Pupil wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of pupil interventions
- Monitoring individual support needs (not minuted)
- Policy review (if required)
- Review of Mental Health and Wellbeing Action Plan (if not covered in the points above)

General issues and provision discussions are minuted to provide a formal record; however notes on discussions related to the support of individuals are kept confidential and are not attached to the minutes.

The Mental Health Lead presents a written report for the Governing Body on Mental Health and Wellbeing across the school.

They may also be involved in meetings to support staff or pupils with mental health needs. The Mental Health Lead may also need to review provision as a result of individual mental health needs, even if they are not directly involved in organising the support.

STAFF

SUPERVISION

All roles are risk-assessed to determine the level of supervision required. Staff who require supervision, or feel they need it due to their current workload or situation are allocated a supervisor, who is separate from their line management chain to support the emotional impact of their work.

The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors, which could affect their mental health.

Supervision sessions are confidential and whilst the supervisor may keep notes to aide their work, these are not reported to line management, unless there is a statutory or safeguarding requirement to do so.

Staff, who are not allocated supervision but who feel they would benefit from the support, should approach their line manager in the first instance, or contact the Mental Health Lead.

SUPPORT

As employees, staff who feel they need support are able to access the following services:

- The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, <https://www.educationsupportpartnership.org.uk/>
- List your employee support services here

WELLBEING

As employees, staff can access the following wellbeing services and classes:

- List your employee support services here

MONITORING ARRANGEMENTS

In addition to regular meetings between the Mental Health Lead, Headteacher and Mental Health Governor, staff wellbeing is monitored through an annual anonymous staff survey.

YOUNG PEOPLE

IDENTIFICATION

Pupils with mental health needs are often identified by those closest to them: their parents or the classroom staff. These concerns are discussed with either the SENDCo or the Mental Health Lead depending on their nature.

Staff all receive training on helping them recognise the symptoms that a mental health difficulty is affecting their daily lives.

SUPPORT

This school tailors its support for our children and young people according to their needs. As a school we have access to the following services, provided by ourselves or externally:

- List the services, such as counselling, that you provide for your pupils

WELLBEING

The school provides the following wellbeing activities for our children and young people:

- List your pupil wellbeing activities here

MONITORING ARRANGEMENTS

The Mental Health Lead, Headteacher and SENDCo meet regularly to monitor the provision of mental health and wellbeing for pupils.

RAISING CONCERNS

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or their manager.

If someone has a concern about the mental health of a pupil, they should initially speak to their class or form teacher, the SENDCo or the Mental Health Lead. [or one of the Mental Health trained First Aiders.]

QUALITY OF RESOURCES

Whilst each resource is slightly different, we assess the usefulness and quality of tools, support groups, wellbeing provision and other resources using a scoring approach using the Mental Health Resource Quality Assessment:

- What is the resource?
- What is its purpose?
- What do you want to use it for?
- How many people will it be accessible to?
- Is there evidence it will work for that purpose?
- What are the benefit for the people utilising the resource?
- What are the limitations of utilising the resource?
- What is its cost-effectiveness?

TRAINING

As part of the Mental Health and Wellbeing Action Plan, the Senior Leadership Team assess and review the training needs of teaching and non-teaching staff, Governors, Senior Leaders, student teachers, volunteers and others who may be working in our schools.

During the induction process, those who have not received the mental health training identified appropriate to their role will be offered the training at the first available opportunity.

LINKS TO OTHER SERVICES

As an organisation, we work with the following local and national services:

- Put in a list of the services, teams, private providers you work with and in what capacity

Full details about their offer and contact details are recorded in a separate document, detailing the service, area they cover, what they offer and their contact details. This is available from _____.

FEEDBACK

All feedback relating to this Policy or the implementation of it can be addressed in confidence to _____.

People reporting concerns about the implementation of this policy may wish to also refer to the Whistleblowing Policy if appropriate.

REVIEW

This policy will be reviewed annually by _____