



# Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

## Mental Health and Wellbeing Policy

Governors' Committee:	Curriculum & Standards
Adopted by the Governing Body on:	11 March 2019
Signed: (Chair of Committee)	
Signed: (Federation Principal)	
Proposed date of review:	March 2021

## A. RATIONALE

*Mental health is a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.*

Department of Health and Social Care

At Castle Newnham School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Links to other policies

- Child Protection
- SEND
- Medical
- Anti-bullying
- Attendance
- Behaviour
- Sex and Relationship Education
- Confidentiality policy
- Sickness Absence

## B. AIM

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The Policy Aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

## C. PRINCIPLES

## Teaching about mental health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will encourage pupils to use the five ways to wellbeing as a tool to support their own and others' mental health.

The Five Ways to Wellbeing are:

- Giving
- Keep learning
- Be active
- Take notice
- Connect

We will that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas such as common rooms and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

## D. PROCESSES – PRIMARY AND SECONDARY

School staff promote positive mental health and wellbeing through tutor time activities, the PSHCE curriculum and wider opportunities available in school.

### Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 using the School's referral systems. If you feel a concern a child protection referral process should be followed. Please refer to the Child Protection Policy for further details about this process.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Attempting to avoid PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Processes – Staff**

- Workload will be kept under constant review and opportunities actively sought to ensure a healthy work/life balance
- A supportive and collegiate atmosphere at work will be encouraged through opportunities to meet socially as well as professionally and reminders to show gratitude for support
- Line management will provide regular opportunities to discuss personal as well as professional success and concerns
- Individual success will be celebrated
- Employee support will be publicised and referenced specifically, where there is felt to be a need
- Occupational health referrals will be used by line manager where the need arises

### **Managing disclosures**

The school will ensure that there are well-publicised mechanisms and opportunities for discreet disclosures and discussions relating to mental health and wellbeing.

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing on a yellow, blue or pink form and shared with the appropriate person in school.

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

If at all possible, we should try to avoid sharing information about a pupil without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent.

## **RESPONSIBILITIES:**

### ***Governors/SLT***

Offer challenge and support in matters pertaining to pupil and staff wellbeing, ensuring that regular reviews of work/life balance are taken in to consideration.

### ***Mental Health Lead(s)***

The Mental Health Lead will co-ordinate the implementation of the policy and will take a key role in training and organising CPD for other members of staff.

### ***PSHCE Lead(s)***

Work with mental health lead and suitable outside agencies to develop the PSHCE curriculum to include information and education for pupils about how to support their own mental health and wellbeing.

### ***Form Tutors and teaching staff***

Deliver mental health and wellbeing education as part of the PSHCE curriculum. Report any concerns about a pupil's mental health using the relevant system.

### ***Support Staff and Pupil and Family Support Workers***

Offer 1:1 and small group support for pupil's mental health. Work with families and outside agencies, where appropriate, to address concerns.

### ***Parents and Carers***

Communicate with the school in a timely fashion and work with relevant colleagues to address issues with pupils.

## **E. MONITORING, ASSESSMENT & EVALUATION**

### **Governors / Senior Leadership Team**

Analyse staff, pupil and parent surveys on an annual basis and peruse school development plans for consequent actions. Take into account the views of stakeholders as expressed in a variety of ways. A lead governor for mental health and wellbeing is involved in monitoring the policy through the programme of governor visits.