

Swanwick School and Sports College



Mental Health and Wellbeing Policy

Initial Date	Reviewed	Next Review
October 2024		October 2026

Contents

- 3 Policy Introduction and Definitions
- 4 Policy Promotion
- 5 Staff roles and responsibilities
- 6 Teaching about mental health and targeted support
- 7 Signposting and early identification and warning signs
- 8 Assessment and Working with Parents and Carers
- 9 Disclosures and Working with specialist services
- 10 Training and Staff wellbeing
- 11 Links to other policies and Monitoring
- 12 Useful links

Policy Introduction

At Swanwick School and Sports College (SSSC), we are committed to supporting the positive mental health and wellbeing of our whole school community (pupils, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We endeavour to ensure that pupils are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. At SSSC 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.

Definitions

Mental Health: "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)

Trauma: Trauma ' results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life-threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being'

(November 2022, Government guidance on trauma-informed practice).

Zones of Regulation: The Zones of Regulation organises our feelings, states or alertness and energy levels into four coloured zones (Blue, Green, Yellow and Red). The structure and language helps make the complex skill of regulation more concrete for pupils and those who support them. Pupils learn to regulate their zones to meet goals, task demands as well as overall wellbeing.

Policy Promotion

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- The PE curriculum.
- Promoting pupil voice and opportunities to participate in decision-making, including School Council.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, in particular with a clear focus on restorative justice.
- Providing opportunities to reflect (tutor time/ assemblies).
- Enabling access to appropriate support.
- PSHE and Life Skills lessons for all pupils at SSSC.
- Healthy School.
- Positive Support.
- Daily meet and greets.

We pursue our aims through:

- Universal, whole-school approaches;
- Support for pupils going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder;
- Recognising, responding and referring when an outside service is deemed an appropriate approach;
- Positive Support

Staff roles and responsibilities

Whilst all staff have a responsibility to promote the mental health of all pupils, the following roles promoting mental health and wellbeing in the school are:

Senior Mental Health Lead	Charlotte McKee (Assistant Headteacher)
Mental Health First Aiders	Claire Moody (Family Liaison Worker) Louise Dove (Business Manager)
Mental Health Governor	Gail Cruse
Positive Support Lead	Kerrie Harkin
Pastoral Team	Danielle England (Co-Headteacher) Charlotte McKee Katy Hardy (Deputy SENCO) Kerrie Harkin Claire Moody
Personal Development Faculty Lead	Hayley Chambers

The Senior Mental Health Lead will:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the Personal Development Faculty Lead to ensure the curriculum provides appropriate opportunities for all pupils to be taught about mental health and wellbeing.
- Provide advice and support to staff and organise training and updates.
- Work alongside the Pastoral Team to ensure appropriate safeguarding and risk are assessed and responded to accordingly. The Pastoral Team will also liaise with mental health services and makes individual referrals to them when required.

Teaching about mental health

At SSSC we take a whole-school approach to promoting positive mental health, aiming to help pupils become more resilient, happy and successful. In addition to this, SSSC helps to support pupils to work in a pro-active way to avoid problems arising. The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE and Life Skills curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching.

We will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management including unconditional positive regard.
- Helping pupils socially to form and maintain relationships.
- Helping pupils to feel comfortable about sharing any concerns or worries.
- Teaching pupils' emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring pupils understand their importance in the world;
- Helping pupils to be resilient learners and to manage setbacks in line with our school Learning Heroes.
- Identifying pupils who may need additional support and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Targeted use of Zones of Regulation resources.
- Managing feelings resources including the 'worry box' located in the Hub.
- Managing emotions resources.
- Positive Support
- Use of 'Mood Tracker'

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaires.
- The Boxall Profile.
- Attendance.

Signposting

We will ensure that staff, pupils, parents and carers are aware of what support is available within our school and how to access further support. Within the school (noticeboards, offices, toilets and classrooms), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure pupils understand:

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

Early identification and warning signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance;
- Punctuality;
- Relationships;
- Approach to learning;
- Physical indicators;
- Negative behaviour patterns;
- Family circumstance
- Recent bereavement;
- Health indicators.

School staff may also 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 with the Pastoral Team.

The Senior Mental Health Lead is also a Designated Safeguarding Lead and will work in collaboration with the Pastoral Team to ensure a holistic approach is in place for the pupil in need.

Possible warning signs include:

- Changes in eating/sleeping habits;
- Becoming socially withdrawn;
- Changes in activity and mood;
- Talking 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 lateness or absenteeism.

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with the Pastoral Team to ensure the pupil gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Pastoral for further assessment if required.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes;
- Share ideas about how parents and carers can support positive mental health in their children;
- Make our emotional wellbeing and mental health policy easily accessible to parents;
- Keep parents and carers informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home;
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing as appropriate.

When a concern has been raised, the Pastoral Team will:

- Contact parents and carers to discuss the outcome of any assessment.
- Discuss any relevant referrals to external agencies.
- Signpost parents and carers to further information or provide resources to take away.
- Create a chronology of actions and events.
- Discuss how parents and carers can support their child through strategies or signposts to parenting support groups;
- If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Disclosure and Confidentiality

Staff will follow school's policy with regard to confidentiality.

Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Pupils may be referred to one of the following services for additional support:

- Educational Psychology Services;
- CAMHS (Child and Adolescent Mental Health Service)
- School Health Service;
- Early Help;
- Specialist Agencies e.g. Compass Changing Lives, The Autism Outreach Team

At SSSC we continually are looking to improve our practice in supporting our whole school community and promoting Mental Health and Wellbeing.

Since 2020 we have been working with Derbyshire Virtual School as part of their Attachment and Relationships Aware Schools Programme. This involved us completing training and projects around attachment needs and early trauma. We were proudly awarded as an ARAS (Attachment and Relationship Aware School) recognising our commitment to our pupils, staff, parents, carers and community.



In 2023 we were awarded the Bronze School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in Schools. This programme aims to ensure that mental health difficulties do not limit success at school and beyond. We look forward to working towards gaining the Silver Award.



Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

Any additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Staff Wellbeing

In addition to this policy there is also additional support for SSSC Staff. Please refer to Staff Wellbeing Offer.

Links to other policies

This policy links to our:

- Safeguarding policy
- Attendance policy
- Relationship and Sex Education policy
- First Aid Policy
- Health and Safety policy
- Online Safety policy
- Equality statement
- Anti-Bullying policy
- SEND policy
- Staff Wellbeing offer

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years, the wellbeing provision will be continuously monitored and any changes required to the policy will be updated accordingly.

Useful links

Young Minds is one of the UK's leading charities for children and young people's mental health

<https://www.youngminds.org.uk/>

Anna Freud Centre for Children and Families- is a charity dedicated to providing training and support for child mental health services <https://www.annafreud.org/>

Place to Be is one of the UK's leading mental health charities

<https://www.place2be.org.uk/>

NSPCC help and advice for parents and families dealing with mental health problems in everyday life

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Barnados run many services supporting young people's emotional health and wellbeing, from one-to-one counselling to group work and schools-based programmes.

<https://www.barnados.org.uk/what-we-do/helping-families/mental-health>

Beacon House provide a range of resources so that knowledge about the healing of trauma and adversity is in the hands of those who need it.

[Resources \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk/)