

WELL BEING AND MENTAL HEALTH POLICY

Policy Name	Well Being & Mental Health
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Aneesa Zainab
Role	Counsellor
Approval	May 2024
Reviewed by	Benjamin Barry
Role	Principal
Review Date	May 2025

Mission Statement

Grammar School believes that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develop confident learners by:

- Encouraging students to take ownership of their learning.
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

Introduction

At Grammar, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

Aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We are promoting a healthy environment by:

- conducting positive mental health and emotional well-being sessions for all students and staff.
- celebrating both academic and non-academic achievements.
- promoting our school values and encouraging a sense of belonging and community.
- providing opportunities to develop a sense of worth and to reflect.
- promoting our students' voices and giving them the opportunity to participate in decision making.
- celebrating each student, for who they are and making every student feel valued and respected.
- adopting a whole school approach to mental health and providing support to any student that needs it.
- raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- enabling staff to respond to early warning signs of mental-ill health in students.
- supporting staff who are struggling with their mental health.

Support at School

We have a range of support available in school for any student struggling, as listed below:

- Wellbeing curriculum and program focusing on developing relationships, emotional management, community awareness, health, and habits.
- Wellbeing activities
- Individual or group counselling sessions
- Moral Education is taught as a separate subject
- Physical and wellbeing exercises during PE lessons.
- Buddy support
- Open door policy (with the Counselor, HOI or SLT members) for students and staff members.
- Parent support program

SIGNPOSTING

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Identifying needs and warning signs

All our staff are trained to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it and when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate.

Staff can identify a range of behavioural and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Substance abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing, that is unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff can identify a range of issues, including:

- Issues with attendance and absenteeism.
- Punctuality and lateness related issues.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well-placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Managing Disclosures

If a student discloses concerns about themselves or a friend to any member of staff, they will respond in a calm, supportive, and non-judgmental manner. All disclosures will be recorded confidentially and will only be shared with the appropriate authorities if it's necessary to keep the child safe, in line with our '**Safeguarding Policy**'.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student.

They will be told:

- Who the staff member is going to disclose the information to.
- What the staff member is going to disclose.
- Why it is necessary to share the information to the other person/ party.
- When will the information disclosure will happen. However, it may not be possible to gain the students' consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we will share disclosures if we find a child to be at risk.

Whole School Approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

- Highlight sources of information and support mental health and emotional wellbeing related endeavours we have in our school.
- Share concerns, if any, and allow parents to access further support.
- Ensure that parents are aware of whom to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Supporting Peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, based on needs, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Training

All staff receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will post all relevant information, and additional information, on our school website so staff can learn more about child's mental health. We will consider additional training opportunities for staff, and we will support additional CPD throughout the year, where it becomes appropriate due to developing situations with pupils.

Monitoring and Review

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

Benjmain Barry

Policy review date: May, 2025

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