



## **Mental Health and Well Being Policy**

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### **Policy Statement**

*Mental health is a state of well-being 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 Organization)*

In our school our Christian vision shapes all we do and underpins all aspects of school life. Our vision states the importance of 'living, learning and growing together' with a great emphasis on being stronger, through life in a positive community.

### **Living**

We strive for our children to enjoy life in all its riches by providing a varied curriculum with many visits to museums, parks, galleries and other places of interest, alongside residential visits full of new experiences. Children are encouraged to lead healthy lives and to take care of their bodies and minds, through our detailed PSHE and PE Schemes of Work.

### **Learning**

We achieve high standards in all areas of learning at St. Andrew's. However, we aim to ensure that all children are able to reach their full potential no matter what their starting point. We encourage children to shine in areas beyond the academic, including sports and the arts and we celebrate successes both in and out of school.

### **Growing Together**

We recognise the importance of working together to support healthy minds, to build strong communities and to ensure children leave St. Andrew's as confident, resilient young people who themselves recognise the value of their school, local and global community.

In summary alongside our academic provision we aim to promote positive mental health and well-being 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 and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

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### Scope

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 SEND policy where a pupil has an identified Special Educational Need. It also links to the following policies: Anti-bullying, Behaviour, PSHE, Child Protection and Safeguarding

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families

### Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

Mrs J Bolton, Miss C Mann, Mrs J Statham, Miss K Jones - Designated Child Protection/Safeguarding Officers

Mrs K Storey - Lead First Aider

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to Miss Mann or Mrs Statham in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Office staff or the head teacher. 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. Where a referral to CAMHS (Child and Adolescent Mental Health services) is appropriate, this will be led and managed by Mrs Bolton our Designated Safeguarding Lead.

**Possible warning signs** include: (this is not an exhaustive list)

- 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

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### Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile anti-bullying procedures and policy through corporate posters, assemblies and events.
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships.
- Having active listeners, including assistants and adults other than school staff to whom a child may turn.
- Enhancing school and classroom layout, facilities and resources, such as our sensory room.
- Recognising the background of individual pupils and their physical, social and emotional needs.
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies (including CAMHS) where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development.
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.
- Opportunities for pupil leadership through school council, play leaders, peer mediators and other roles.
- An emphasis on praise and reward.
- Opportunities for reflection and spiritual development through Collective Worship, art, PSHE, literature and the RE curriculum.

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### Staff Support

We support the mental health and wellbeing of all staff through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training and support through Medigold or Staywell
- Involving all staff in decision making around significant changes e.g. timing of the school day, frequency of reporting to parents and so on.
- Consultation on training and support needs through regular review
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks
- Encouragement of social events

### Roles and Responsibility

- The promotion of Emotional Health and Social Well Being and raising achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this scheme and will assess and monitor its impact annually. Our Governor for Well-Being is Nansi Ellis
- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and within the curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school. Training As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate.

**Reviewed: Autumn 2022**

**Approved by: Full Governing Body**

**Next Review Due: Autumn 2026**

**Monitored by: Executive Headteacher**