



Draft

Mental Health, Wellbeing and Resilience 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)

Resilience: The capacity to recover quickly from difficulties; toughness.

(Oxford English Dictionary)

At our school, we aim to promote positive mental health for every member of our staff and pupils. We pursue this aim using whole school approaches for all and specialised, targeted approaches aimed at vulnerable students.

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 Safeguarding Policy and SEND policy where a student has an identified special educational need.

The Policy Aims to:

- ♣ Promote positive mental health in all staff and students
- ♣ 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 students suffering mental ill health and their peers and parents/carers
- ♣ Identify how resilience may be promoted and developed.

Lead Members of Staff

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

- ♣ Paul Cotter - Designated Safeguarding Lead & CPD lead
- ♣ Jo Cotter - Deputy Designated Safeguarding Lead & SENCO
- ♣ Frankie King - Mental Health Lead & PSHE Lead
- ♣ Rachel Confue - Parent Support Officer

Raising Concerns

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the SENDco or DSL / DDSL. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSL, DDSL or



Gateway. If the student 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 is appropriate, this will be led and managed by Jo Cotter, SENDCo.

Teaching

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. Resilience will be developed through our school's learning behaviours; which will be taught through explicit and implicit teaching and will be promoted regularly in and out of the classroom.

Signposting

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

Warning Signs

School staff may become aware of warning signs which indicate a student 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 SENDCo, DSL or DDSL.

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
- ♣ Skipping 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

Managing disclosures, Confidentiality

Refer to our Safeguarding Policy

This policy will be reviewed every 3 years as a minimum. It is next due for review in January 2022.