

SLOUGH SCHOOLS

WHERE MENTAL HEALTH MATTERS



A Charter for Slough Schools

We believe that emotional health and well-being is everyone's responsibility within our schools.

Mental health is defined as: "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

Emotional wellbeing is defined as: "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."

National MWIA Collaborative Mental Well-being Impact Assessment: A toolkit for well-being Public Health England 2011 Available from: <http://www.apho.org.uk/resource/item.aspx?RID=95836>

Charter Commitments

1. To create schools which promote an open and inclusive ethos.
2. To promote equality of opportunity and mutual respect for all.
3. To provide training, resources and signposting for our school communities to support their own and others' emotional health and well-being.
4. To develop skills of resilience in staff and pupils enabling them to perform to the best of their ability and cope with the stresses and strains associated with life.
5. To work collaboratively with other Slough schools to create a network for emotional health and well-being support.

1. To create schools which promote an open and inclusive ethos.

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What we will do

Create a secure, accepting, collaborating learning community where diversity is valued and all discriminatory behaviour challenged

Promote positive relationships and behaviour underpinned by respect for all

Maintain a firm, fair, restorative approach to behaviour management

Create a climate of high expectation of all

Celebrate a broad range of talents, abilities and achievement

Have an open and collaborative decision-making process where staff and young people have the opportunity to contribute

Avoid a prescriptive approach to working practices so staff have the freedom to be creative and work to their strengths

Encourage parents to work in partnership with the school to help provide a nurturing, learning environment

Encourage parents, staff and young people to talk openly about emotional wellbeing and mental health and difficulties

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2. To promote equality of opportunity and mutual respect for all.

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What we will do

Have high expectations of all and an awareness of differing needs

Have a behaviour policy underpinned by mutual respect

Promote the school values of respect, tolerance and acceptance of others through assemblies, our PSHCE programme and our taught curriculum

Exploit opportunities throughout the curriculum to develop moral, social and cultural values

Encourage the whole school community to be proactive in challenging prejudice and any prejudice related bullying

Ensure disadvantaged and more vulnerable young people are supported in accessing the full range of opportunities

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What we will do

Have a comprehensive, regularly updated help and support section on the school website

Signposting and support available from school nurse, the local Mental Health support Team and from a team within school

24-hour online access to KOOTH

Develop a peer led emotional wellbeing programme, empowering young people to have a positive influence on their own wellbeing and that of those around them. Mental Health Champions will undertake training from the Royal Society of Public Health.

A bank of online training available for staff

Staff access to Education Support Partnership

Staff have open door to line managers and SLT

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What we will do

Promote a culture where building resilience is everyone's responsibility

Promote a culture where "getting it wrong is a learning opportunity"

Encourage independent and collaborative learning rather than over reliance on a teacher

Discrete wellbeing lessons on Year 12 will include a module on resilience

Promote 5 ways to wellbeing

Develop understanding of when "good enough" is "good enough"

Pupils are encouraged to plan their own development through our mentoring programme

Provide guidance for parents and young people in supporting exam preparation/ dealing with disappointment and developing resilience

Lesson observations/ staff drop ins and learning walk feedback are developmental and not judgemental

CPD, appraisal and line management is positive support and reinforcement

A flexible approach to support, recognising context.

Line managers have an open-door supportive culture

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What we will do

Involvement with the CCG in the Mental Health Champions Scheme

A member of the Slough Schools Sports Partnership

A member of the Slough PSHCE network

Shared CPD on emotional wellbeing within the Schelwood Trust

Implement the transition programme model developed in joint working with Slough primary schools

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