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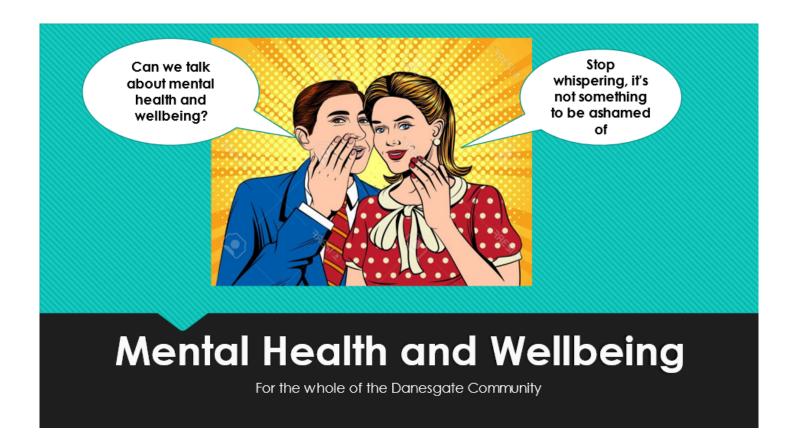
Mental Health and Wellbeing for ALL POLICY

Approved by:	Management Committee	**Date:** October 2024
Last reviewed on:	October 2024	
Next review due by:	October 2025	

Contents

Add headings (Format > Paragraph styles) and they will appear in your table of contents.

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Mental Health and Wellbeing

For the whole of the Danesgate Community

1. Staff roles and responsibilities

Whilst all staff have a responsibility to promote the mental health and wellbeing of pupils, there are some staff with specific roles and responsibilities:

Mental Health Lead	Sarah McKinley
Mental Health Governor	Sophie Brigstocke
Pastoral Manager	Kim Mower
Designated Safeguarding Lead	Kim Mower
Deputy DSL	Anna Barrett
Thrive practitioner	Doug Adams
ELSA practitioners	Steve Burdett Carl Elliott
Pastoral team	Steve Burdett Carl Elliott Anna Barrett
Young Carers champion	Steve Burdett
Military cohort champion	Sarah McKinley
PHSE Lead	Lucy Burns
Designated Teacher for CLA	Sarah McKinley
Food Bank	Sarah McKinley Linda Staveley
SENCO	Sarah McKinley

Our Mental Health lead works across the school to coordinate and support whole school activities and to promote positive mental health and wellbeing:

● Writes whole school policy for mental Health and Wellbeing for all

- Writes and delivers the staff COLWEB offer
- Supports staff with health needs
- Reports to Management Committee (Governors)
- Works closely with Pastoral Manager/DSL
- Supervises Thrive practitioner and Boxall profiles
- Works with Learning and Curriculum manager to support mental health and wellbeing within PHSE and form times

2. Definition

"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).

3. Policy Statement

At The Danesgate Community, we are committed to supporting the positive mental health and well being of all our stakeholders (pupils, staff, parents/carers). We have a supportive and caring ethos and our approach is respectful and kind where each individual is respected and valued. At school we know that everyone experiences life challenges that make us vulnerable and may mean we require support. We take the view that mental health is everybody's business and that we all have a role to play.

We endeavour to ensure that pupils are supported to manage times of change and stress and that we give them the skills to carry this into adult life. We also have a role to educate our pupils about mental health and wellbeing to learn what they can do to support themselves and their peers, how they can help reduce the stigma of mental health and where they can go to get support.

We promote a mentally healthy environment through the following:
- Promoting our school values and encouraging a sense of belonging
- The PE curriculum
- The forest area and access to the outdoors
- Promoting pupil voice and opportunities to participate in decision making via the School Council
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth and independence with a clear focus on restorative practice
- Providing opportunities to reflect (SEN tutorials, form times)
- Enabling access to support
- Wellbeing week and Focus days for pupils
- A focus on healthy lifestyles

We pursue our aims through the following:
- Universal whole-school approaches including Boxall profiling for all pupils
- Targeted approaches for a smaller amount of pupils within school with complex and long-term needs including attachment issues
- Specialised targeted approaches involving referrals to outside agencies
- Wellbeing initiatives
- Staff training

4. Teaching about mental health

At the Danesgate Community we take a whole-school approach to promoting positive mental health, aiming to help pupils to become more resilient, happy and successful. In addition to this, we endeavour to support pupils in a proactive manner to avoid problems arising. The skills, knowledge and understanding required for pupils to keep themselves mentally healthy and safe are included as part of our developmental PHSE curriculum. This curriculum has a core content but can be adapted and amended to meet the age and special needs of the pupils across the school year.

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

- Creating and applying consistent ethos, policies and behaviours that support mental health and wellbeing
- Adhering to positive restorative practice between pupils
- Teaching and supporting pupils how to make and maintain healthy relationships
- Using a 'keyworker' model to promote trust so pupils feel they can share their worries and concerns
- Teaching emotional awareness, understanding and emotional literacy
- Promoting self-esteem and the development of a sense of self including diversity
- Helping pupils to be resilient learners and to manage set-backs
- Identifying pupils who have mental health challenges and planning support to meet their needs, both internally within school and also with specialist services
- Supporting staff to develop their own skills and their own resilience
- Developing and open culture where it's normal to talk about mental health

5. Targeted Support

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

- Targeted use of Zones of Regulation resources
- Restorative practice support when required
- Managing feelings resources and approaches e.g. worry boxes
- Use of emotional literacy practitioners (ELSA)
- Use of Thrive practitioner
- Forest school type activities
- Equine therapy
- Articulate art
- Therapeutic activities such as Lego, art, the gym, relaxation and breathing techniques

The school will make use of resources assess and monitor wellbeing including the following:

- The Boxall profile for all pupils
- IEPs which include SEMH targets
- Attendance

6. Signposting

We will ensure that staff, pupils and parents/carers are aware of what support is available for all stakeholders ad how to access further support. Within the school areas (noticeboards in corridors, staff rooms, ELSA room and Pastoral offices) we will share and display the information relevant to each group.

The aim of this is to ensure that stakeholders 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

7. 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 the following:
- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances including adverse childhood experiences (ACEs)
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health and emotional wellbeing issues. These warning signs should always be taken seriously. Staff should share their concerns with the key worker and the pastoral team.

Possible warning signs might include the following:
- Changes in eating and weight
- Changes to sleep habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide ideation
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

8. Assessment, interventions and support

All concerns are reported to the Pastoral team within school. Key workers may make referrals for targeted support for interventions through the referrals forms. These go to the TAC meetings to be discussed by the Pastoral manager and practitioners. This team manages the internal interventions and the external referrals. The Pastoral Manger is also the Designated Safeguarding Lead. She holds regular Team around the Child meetings (TAC) to discuss the concerns, needs and plans for targeted pupils.

9. Working with parents/carers

Parents/carers can approach their child's key worker, the pastoral team or SENCO if they have concerns about the mental health and wellbeing of their child. This information will be shared with the Pastoral team.

To support parents/carers we will do the following:
- Provide information on our website of services available in school and externally in the local area

- Provide our policy of Mental Health and Wellbeing on the website
- Keep parents informed of the topics per year group in the PHSE curriculum

When a concern has been raised and shared with the Pastoral team, a member of the TAC or the keyworker will contact the parent/carer to share the details of the meeting and next steps (although there may be cases where this is not possible due to child protection issues). This may include:
- A referral for an internal intervention
- An external referral to CAMHS or Social Care
- A plan to keep the pupil safe in school including what school needs to do in an emergency
- Medication arrangements
- Signposting to support available in the community

10. Disclosure and confidentiality

Staff will follow the school's policy with regard to confidentiality. Pupils should also be made aware of the bounds of confidentiality should they make a disclosure to a member of staff. Staff cannot promise confidentiality if concerns exist.

11. Working with specialist services

As part of our targeted provision, the school will work closely with other agencies to support pupils with mental health and wellbeing.

These include the following:
- School Health Service
- Changing Lives (drugs/alcohol)
- CAMHS
- Educational Psychology Service
- Children's and Family Services
- Early Help
- IDAS (domestic violence)
- Papyrus (bereavement)

12. Training

All staff will receive regular training to recognise and respond to mental health needs, issues linked to wellbeing and to Child Protection., e.g. PACE, attachment needs, understanding trauma, keeping children safe in Education (KCSIE), bullying. This training will be led by school staff or external speakers. Additional CPD may be arranged if specific situation occur within the year.

13. Staff mental health and wellbeing

The importance of staff mental health and wellbeing:

At Danesgate we believe that the biggest asset our school has is its staff; the biggest asset our staff have is their health and wellbeing.

"Over the last few years, the world has woken up to a simple fact: the best correlate of adult life satisfaction is not income, but physical and mental health. Early intervention focused on child emotional wellbeing is probably the most effective social investment any society could make, both from economic and moral perspectives. The new emphasis on

promoting child mental health in schools is a welcome move to help us realise this ambition, and one that the teaching profession has consistently supported.

This raises a key issue. Teaching is a tough job. It can be immensely rewarding but also physically and emotionally draining. Safeguarding and mental health issues can be intense and complex. Children's behavioural and emotional problems are increasing. Many schools recognise this and provide support for their staff. The new focus on children's mental health though, serves as an important reminder to us that we must couple support for school staff with the ambitions we have for children's wellbeing. If we don't, we will be letting down all school staff. If we want our school staff to do what's asked of them, then we need to make sure that their mental health and wellbeing is effectively supported."

Professor Peter Fonagy, CEO of the Anna Freud National Centre for Children and Families

The Danesgate Community has a working guide for staff mental health and wellbeing called ColWeb. This details the internal support systems and external support offer for staff including Health Assured. This offer has been created using the Staff Education Charter and the guidance from Anna Freud, including the 10 Ways to support Staff Wellbeing guidance.

- Danesgate promotes the work-life balance and encourages staff to think proactively about what works for them to keep them mentally and physically healthy. We encourage staff not to answer emails after 5.00pm. Class telephones are available and we urge staff to switch them off and leave them at school overnight.
- Danesgate believes we are all her to help each other, including colleagues. We work to reduce any stigma and have a policy of discussion around mental health and wellbeing.
- There is a monthly survey for staff that includes wellbeing. SLT use this to reduce issues within school around stress, workload, management, communication issues and wellbeing. The data from this survey is used to create positive conversations to help manage and develop any issues that arise. The motto for this survey is '*You said, we did'.*
- An annual staff audit of wellbeing will be created based on the Anna Freud model.
- Staff have access to a Collaborative Problem Solving support group (CPS) which aims to reduce staff stress by solving issues related to pupil presentations. This group has been set up based on a Supervision model and gives a forum for all staff to bring issues related to supporting and managing pupils with a view to being validated, accepted and with helpful suggestions hopefully coming from experienced colleagues. This group is run after teaching time by a group of teachers and TAs. It has received excellent feedback on its usefulness.
- A ColWeb group will be set up. This will be based on a peer supervision model and will provide a therapeutic space that encourages reflective practice and the sharing of concerns and stresses between colleagues.
- Wellbeing days are built into the school year. These have included duvet days at Christmas and a wellbeing day with a choice of therapeutic activities.
- Staff social groups after school are encouraged and staff are able to use school gym and hall for free.
- We have introduced a *Secret Buddy* initiative with colleagues signing up to support each other with small acts of kindness over· the year.

14. Links to other policies

This policy links to the following policies:
- Safeguarding policy
- Attendance policy
- Medical policy
- Relationship and Sex Education policy
- Health and Safety policy

- Anti-bullying policy
- SEND policy

15. Monitoring and evaluation

The mental Health and Wellbeing For All policy will be agreed by the Management Committee and published on the school website. Hard copies are available from school on request. Provision will be monitored continuously and amended as required. The policy itself will be updated annually when any changes will be updated accordingly.

16. Useful links

Young Minds is one of the UK's leading charities for children nd 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 children's mental health
https://www.annafreud.org

Place to Be is one of the UK's leading mental health charities
https://www.place2be.org.uk

Our local **CAMHS** site
https://www.tewv.nhs.uk/services/mental-health-support

NSPCC
https://www.nspcc.org.uk

Papyrus is a charity to prevent young suicide
https://www.papyrus-uk.org

IDAS works to support those who have suffered domestic violence including children
https://idas.org.uk

Changing Lives works to support young people in the City of York with issues related to drugs and alcohol
https://www.changing-lives.org.uk

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