



Mental Health & Wellbeing Policy

Aims and Objectives:

The School will aim to promote positive mental health and wellbeing for all students, providing an environment in which there is a shared understanding of the approaches needed to promote positive mental health and wellbeing for all.

Where students face specific difficulties in relation to their mental health or have a diagnosed mental health condition, the School will aim to provide the most appropriate support so that these students are still able to learn and thrive in their education, making reasonable adjustments and liaising with external agencies and other professionals as necessary.

This policy should be read in conjunction with our Medical Policy in cases where a student's mental health overlaps with or is linked to a medical issue, the SEND Policy where a student has an identified special educational need and our Safeguarding Policy.

Lead Members of Staff:

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

- Andrea Din (Headteacher)
- Stuart Wilson (Deputy Headteacher)
- Adele Sherlock (Director of Special Educational Needs and Learning Support)
- Rachel Brennan (On Board Centre Manager)

Identifying and Reporting Concerns Regarding Mental Health and Wellbeing:

Any member of staff who is concerned about the mental health or wellbeing of a student should refer this to one of the safeguarding team using the usual procedure (the completion of a Yellow Form or adding a new incident on CPOMS). If there is a fear that the student is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Designated Child Protection Officer. 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.

Warning signs which could indicate a mental health issue will include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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- Increased isolation from friends or family, becoming socially withdrawn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

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen rather than advice and follow the guidance issued through annual safeguarding training and in the Staff Handbook. Where necessary following a disclosure, external referrals will be managed by Rachel Brennan (On Board Centre Manager) and the Head of Year of the student concerned.

Supporting Students:

The School will use a range of strategies to support students with issues pertaining to their mental health and wellbeing; the most appropriate strategy will be selected based on the student's needs which will be discussed at the weekly pastoral meetings leading to actions being agreed. The strategies and responses are summarised on the diagram below:

Universal Support	Support for Some Students	Specialist Support
<ul style="list-style-type: none"> • Staff Mental Health Ambassador in each faculty • Central logging system for any concerns that staff have • Assemblies • Safeguarding Team • Year Group Support • Form Mentor • Pastoral Programme • The Mossley Hollins Way (our values) • Positive Reports • Life Skills • PRIDE points • Positive postcards • Reward Badges • Displays offering support information • Communication with parents • Emotional Language throughout Curriculum • Wellbeing room 	<ul style="list-style-type: none"> • 1:1 drop in with Head of Year • On Board Centre • Timeout Pass • Signposting to external support services • Specific Self-Help Resources • Peer Mentoring • Key Worker • Modified Timetable • Zones of Regulation 	<ul style="list-style-type: none"> • Partnering with specialist Mental Health Services: Healthy Young Minds School Counsellor School Nurse Pupil School Services 42nd Street The Hive MIND

Mental Health & Wellbeing in the Curriculum:

The skills, knowledge and understanding needed by students to understand and look after their own mental health are included as part of our Pastoral and Life Skills Programme (delivered by form mentors) year group assemblies, the taught curriculum (including a specific focus in RSL) and through specific sessions offered as part of Drop-Down Days and planned visits from external experts.

This provision is audited internally to ensure that we meet the statutory requirements and fulfil the intents of our curriculum.

Providing Information to Students and Families:

We will aim to ensure that staff, students and parents are aware of sources of support within school and in the local community – information is presented on the screens around the School, in the library, on display boards in school and also on the School website which contains a range of information and links to follow for further information, guidance and support.

Training:

As a minimum, all staff will receive annual training regarding recognising and responding to mental health issues as part of our regular child protection training to enable them to keep students safe.

We will share relevant information through the weekly Staff Bulletin which is essential reading for all staff.

Training opportunities for staff who require more in depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where necessary.

Policy Review:

This policy will be reviewed every 2 years.

Staff will be required to sign a document each time the policy is reviewed to say that the policy has been read and understood.