



Brewood and Wheaton Aston Federation

POLICY STATEMENT Mental Health and Well-Being

We value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

*"Let all that you do be done in love."
1 Corinthians 16:14*

Respect, Faith, Resilience

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

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)*

Christian vision shapes all we do within the Brewood and Wheaton Aston Federation. As Church of England academies we have at our heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life.

Our vision offers three basic elements at St Mary's:

- Celebration of being uniquely and wonderfully made
- Thriving in a creative curriculum that allows pupils to explore and achieve in the know, unknown and supernatural
- Living by key Christian values; belief, respect, friendship

With four basic elements at Brewood:

- Respect, Faith & resilience

At St Mary's we have a duty to "try to remove any factor that might represent a hindrance to a child's fulfilment". (Taken from Valuing All God's Children, Autumn 2017)

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using 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.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. It is intended as guidance for all staff including non-teaching staff and LAC members.

This policy should be read in conjunction with our Medicines and First Aid Policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

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 of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

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

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| <ul style="list-style-type: none">• Designated Safeguarding Lead (DSL) - Mr Smith at BMA & Mr R Dickson at StM• Mental Health and Emotional Wellbeing Lead - Mrs S Cornes• EYFS Mental Health and Emotional Wellbeing Lead - Miss J Watts, Mr R Dickson• Deputy DSLs - Mr R Dickson, Mr W Slater, Mrs Cornes, Mrs Guy, Miss Bown• Nominated LAC Member for Mental Health and Emotional Wellbeing - Mrs Ryan |
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Mental Health Team is the SLT

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| <ul style="list-style-type: none">• Named First Aiders are - at StM - Mrs L King, Mrs C Latham and at BMA - Mrs K Haynes, Mrs L Baker, Mrs E Hammond, Mrs S Bradley-Richards, Mr Smith, Mr A Martin |
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| <ul style="list-style-type: none">• Inclusion Lead: Mrs L Guy |
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Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. This person is also the DSL. 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 any Deputy DSLs if he is not available. 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 is appropriate, this will be led and managed by Mrs Guy, Inclusion Lead.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This should be drawn up by Mrs L Guy the Inclusion Lead in conjunction with an appropriate member of staff i.e.- Form Teacher. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our R(S)HE curriculum which covers all key PSHE aspects.

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 pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 1 - Outside Agencies used by school.

We will display relevant sources of support in the staffroom (Safeguarding, Health & Safety, Well-Being and SEN notice boards), pupil communal areas i.e. corridor noticeboards and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. We may also signpost any other relevant information on the weekly school newsletters. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 Mrs NR Brennan, Head of School, Mr R Dickson, Executive Principal or Mrs S Highfields, SENDCo.

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

A pupil 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 pupil 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 advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively talk to the Mental Health & Emotional Well-being Lead

All disclosures should be recorded on CPOMs. If the fluctuating internet prevents recording on CPOMs then a paper disclosure form should be used and given to either the DSL or dDSL. Disclosures must be written in black ink and must include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

The safeguarding team will communicate with staff who received the disclosure. Where necessary Mrs Guy, Inclusion Lead, will offer support and advice about next steps for guidance about making a referral to CAMHS.

Confidentiality

Mental health disclosures are viewed in the same way as safeguarding ones. The pupil must know that staff will pass information on in order to support the child. Initially, staff must not discuss disclosures amongst themselves. The SLT (DSL/dDSL) have an 'open door' policy meaning staff can discuss disclosures with them. As the matter continues it may be important for the entire staff team to be aware of pupil mental-health issues. The SLT will share this information with respect and sensitivity.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in R(S)HE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

All staff have received Mental Health First Aid Training level 1 to support with identifying and supporting negative mental health and wellbeing of pupils and staff. Members of the Mental Health Committee are to undertake Mental Health First Aid training level 2 and share

learning with staff. Mrs Cornes has completed Mental Health and Wellbeing training and completed a DfE approved Designated Lead Mental Health course.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Mrs V Priestley, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

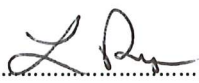
Policy Review

This policy will be reviewed annually.

Link Policies

- Medicines and First Aid Policy
- SEND Policy
- Safeguarding Policy
- Well-being Policy

This Policy was formulated in January 2019 and is reviewed annually in the Spring Term

Signed:  Chair of LAC

Date: 2 MAY 2025

