

Welburn Hall School



Mental Health and Wellbeing Policy

Date policy adopted by school:
Review Period: Bi-Annual
Next review Due: December 2026

Signed by Quality Control Manager:



Date: December 2024

Approved by Governors:



Date:

This policy has been developed from a template provided by the Wellbeing In Mind Team based at Tees, Esk and Wear Valleys (TEWV) NHS Foundation Trust.

Additional guidance was obtained from



1. Policy Statement

Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. (World Health Organisation 2018).

At Welburn Hall School, we acknowledge that we have an active role to play. We are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. We recognise that anyone may need support with their mental health. Our use of effective policies and procedures ensures a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2. Scope

This policy is a guide to all staff - including non-teaching and governors - outlining Welburn Hall School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies and DfE guidance including but not exclusively:

Behaviour Policy

Child Protection and Safeguarding policy - Welburn Hall School

Code of Conduct - Welburn Hall School

Anti-Bullying - Welburn Hall School/Anti-bullying Alliance

Equality and Diversity Policy - Welburn Hall School Teaching

and Learning - Welburn Hall School

SEND Policy - Welburn Hall School

Sex and Relationships Policy - Welburn Hall School

Workplace Health and Wellbeing Strategy -Welburn Hall School

Promoting and supporting mental health and wellbeing in schools and colleges - DfE Guidance

3. Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4. Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Mental Health Lead
- Designated Safeguarding Lead
- Head Teacher
- Line Managers
- Wellbeing Governor
- Mental Health Champions
- Mental Health First Aiders
- Mental Health Link Staff
- PSHE Coordinator

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to their line manager or the mental health lead.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. Teaching About Mental Health

The skills, knowledge and understanding our students need to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

6. Whole School Approach

At Welburn Hall School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We actively promote positive mental health by:

Promoting our school values: - respect, perseverance and excellence.

Creating an ethos, policies and behaviours that support mental health and resilience.

Providing a nurturing environment where every student is treated as an individual.

Teaching students social and emotional awareness and awareness of mental health.

Supporting students to be able to self-regulate and to ask for help when needed.

Helping students to develop social relationships and to support each other.

Supporting students to use their 'voice' and participate in positive discussion and decision making.

Recognising and identifying at an early stage students who need support with their mental health.

Planning support to effectively meet mental health needs.

Undertaking collaborative working with parents, carers, school staff and external agencies.

Supporting staff and providing training to develop their skills and resilience.

Strategies used to support mental health and wellbeing include:-

- Sensory Circuits
- Total Communication
- Equine Therapy
- Autism Friendly Classrooms
- School Counsellor

Training to support mental health and wellbeing includes training in the following areas:-

- Nurture
- Attachment
- Trauma

7. Identifying the Need for Support

Indicators of the need for support include but are not exclusively limited to concerns in relation to:-

- Behaviour
- Relationships
- Family circumstances
- General health
- Physical presentation
- Attendance
- Approach to learning

Staff members are able to discuss any concerns with their line manager and record any concerns on CPOMS (electronic database). Entries on CPOMS are monitored by senior leaders and prompt action is undertaken when students are in need of support.

8. Warning Signs

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 alert the safeguarding team.

- 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
- Talking or joking about self-harm or suicide

- Expressing feelings of failure, uselessness or loss of hope
- Increase in absence from school
- Repeated physical pain or nausea with no evident cause

9. Working with Parents

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children with mental health needs.

We will work in partnership with parents and carers to promote emotional health and wellbeing by:

Ensuring all parents are aware of who to talk to and where they can access support if they have concerns about their child.

Supporting parents with referrals to services who may be able to provide support e.g. Wellbeing In Mind Team, Learning Disabilities Service, Compass Reach, Early Help Team.

Share ideas about how parents and carers can support positive mental health in their children.

10. Working with other Agencies

In some cases a student's mental health needs will require support from a specialist service.

We have strong links with a range of specialist services. We have regular contact with the services and consult with them in relation to support available and next steps to promote the welfare of students.

School referrals to a specialist service will be made in consultation with the student and/or his/her parents/carers as appropriate to age/level of understanding. Referrals will only go ahead with the consent of parent/carer and/or student as appropriate to age/level of understanding. Referrals will be made when it is the most appropriate support for the student's specific needs.

As part of the school's holistic approach, we will work collaboratively with all parties involved with students to support mental health and wellbeing.

11. Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school and through our communication channels we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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

12. Mental Health and Wellbeing for Staff

Welburn Hall School recognises the importance of supporting and promoting the health and wellbeing of all staff and that this can have a positive impact on their work performance and attendance.

The school aims to support staff mental health and wellbeing by:

- Development of a culture which is supportive where employees feel that their contribution is valued
- The implementation of people management processes which are based on the principles of trust, equality and fairness
- Effective leadership which empowers employees and teams to work effectively
- A holistic approach to wellbeing including consideration of the impact decisions and changes have on employees

Members of staff throughout the school will be named as mental health champions. The mental health champions will champion mental health for the whole school community.

The role will include:

- The promotion of wellbeing materials
- Being a listening 'ear'
- Acting as a signpost for other services or professionals
- Relaying ideas and information to senior staff that could further improve wellbeing in school
- Having oversight of school improvement plans to ensure that mental health has a key place
- Helping to reduce barriers to mental health in school by promoting positive language in relation to mental health

Training

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 to enable them to keep students safe.

Training opportunities will be offered for staff to learn more about mental health. These will be supported by the Wellbeing In Mind Team as part of the whole school approach to mental health and wellbeing.

Mental health and wellbeing will be incorporated into the school training plan. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process. Additional training will be offered in response to the developing needs of the students.

13. Monitoring and Review

This policy will be reviewed on a regular basis by the Headteacher and approved by the governing body.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is December 2026