Swanwick School and Sports College

Mental Health and Wellbeing Policy

Initial Date	Reviewed	Next Review
October 2024	November 2025 November 2026	November 2027

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Policy Introduction

At Swanwick School and Sports College, we are committed to supporting the positive mental health and wellbeing of our pupils, parents, carers and wider school community.

We have a supportive and caring ethos where positive relationships are at the heart of everything we do. We endeavour to ensure that pupils are able to manage change, overcome challenges and develop the skills required to achieve positive outcomes both during their time at school and beyond.

We recognise that all individuals will experience difficulties, stress or emotional challenges at different points in their lives. Positive mental health is therefore everyone's business, and all members of our community have a role to play in supporting wellbeing.

Mental health and wellbeing are embedded throughout school life and are promoted through our curriculum, relationships, wider opportunities, pastoral support and daily practice.

Vision and aims

At Swanwick School and Sports College (SSSC), we believe that positive mental health and wellbeing are fundamental to learning, achievement, relationships and lifelong success. We are committed to creating a safe, nurturing and inclusive environment where every pupil feels valued, connected, supported and able to thrive.

The aims of this policy are to:

- Promote positive mental health and wellbeing across the whole school community.
- Reduce stigma surrounding mental health.
- Develop resilience, self-awareness and emotional literacy.
- Support pupils to understand and manage their emotions effectively.
- Identify emerging concerns as early as possible.
- Provide timely and appropriate intervention and support.
- Ensure effective partnership working with families and external agencies.
- Promote a culture where mental health and wellbeing are everyone's responsibility.
- Ensure safeguarding remains central to all mental health support and intervention.
- Support pupils experiencing loss, loneliness, grief and bereavement.
- Promote belonging, connection and positive relationships as protective factors for mental wellbeing.

Definitions

Mental Health: *"*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)

Trauma: Trauma 'results from an event, series of events, or set of circumstances that is experienced by an individual as harmful or life-threatening. While unique to the individual, generally the experience of trauma can cause lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being'

(November 2022, Government guidance on trauma-informed practice).

Wellbeing: Wellbeing refers to an individual's ability to feel safe, healthy, connected, valued and able to engage positively in everyday life and learning.

Zones of Regulation: The Zones of Regulation organises our feelings, states or alertness and energy levels into four coloured zones (Blue, Green, Yellow and Red). The structure and language helps make the complex skill of regulation more concrete for pupils and those who support them. Pupils learn to regulate their zones to meet goals, task demands as well as overall wellbeing.

Whole-School Approach

At SSSC, mental health and wellbeing are promoted through a proactive whole-school approach which includes:

- Strong and trusting relationships.
- Consistent routines and expectations.
- Trauma-informed practice.
- Attachment and relationship-aware approaches.
- Restorative practice.
- Positive behaviour support.
- High-quality teaching and learning.
- Pupil voice and participation.
- Leadership opportunities.
- Family engagement.
- Access to pastoral support.
- Multi-agency partnership working.

We recognise that positive wellbeing is strengthened through protective factors including:

- Positive relationships.
- A sense of belonging.
- Participation and achievement.
- Physical activity.
- Consistent attendance.

- Opportunities for success.
- Emotional regulation skills.
- Supportive family and community networks.

Policy Promotion

- We promote a mentally healthy environment through:
- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making, including School Council.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, in particular with a clear focus on restorative justice.
- Providing opportunities to reflect (e.g. tutor time/ assemblies).
- Enabling access to appropriate support.
- PSHE, Life Skills and PE lessons for all pupils at SSSC.
- Healthy School.
- Positive Support.
- Daily meet and greets.

We pursue our aims through:

- Universal, whole-school approaches;
- Support for pupils going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder;
- Recognising, responding and referring when an outside service is deemed an appropriate approach;
- Positive Support

Staff roles and responsibilities

Whilst all staff have a responsibility to promote the mental health of all pupils, the following roles further promote mental health and wellbeing in the school are:

Senior Mental Health Lead	Charlotte McKee (Deputy Headteacher)
Mental Health First Aiders	Claire Moody (Family Liaison Worker) Louise Dove (Business Manager) Kerrie Harkin (Positive Support Lead
Mental Health Governor	Gail Cruse
Positive Support Lead	Kerrie Harkin
Pastoral Team	Danielle England Charlotte McKee Katy Hardy Kerrie Harkin Claire Moody Holly Sheppard Hayden Waite Leigh Parry
Personal Development Faculty Lead	Marnay Dudley

The Headteacher will:

- Promote a whole-school approach to mental health and wellbeing.
- Ensure appropriate systems and resources are in place.
- Monitor the effectiveness of wellbeing provision.
- Support ongoing development of emotional wellbeing practice.

The Senior Mental Health Lead will:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the Personal Development Faculty Lead to ensure the curriculum provides appropriate opportunities for all pupils to be taught about mental health and wellbeing.
- Provide advice and support to staff and organise training and updates.
- Work alongside the Pastoral Team to ensure appropriate safeguarding and risk are assessed and responded to accordingly.
- Monitor implementation of this policy.

The Pastoral Team will:

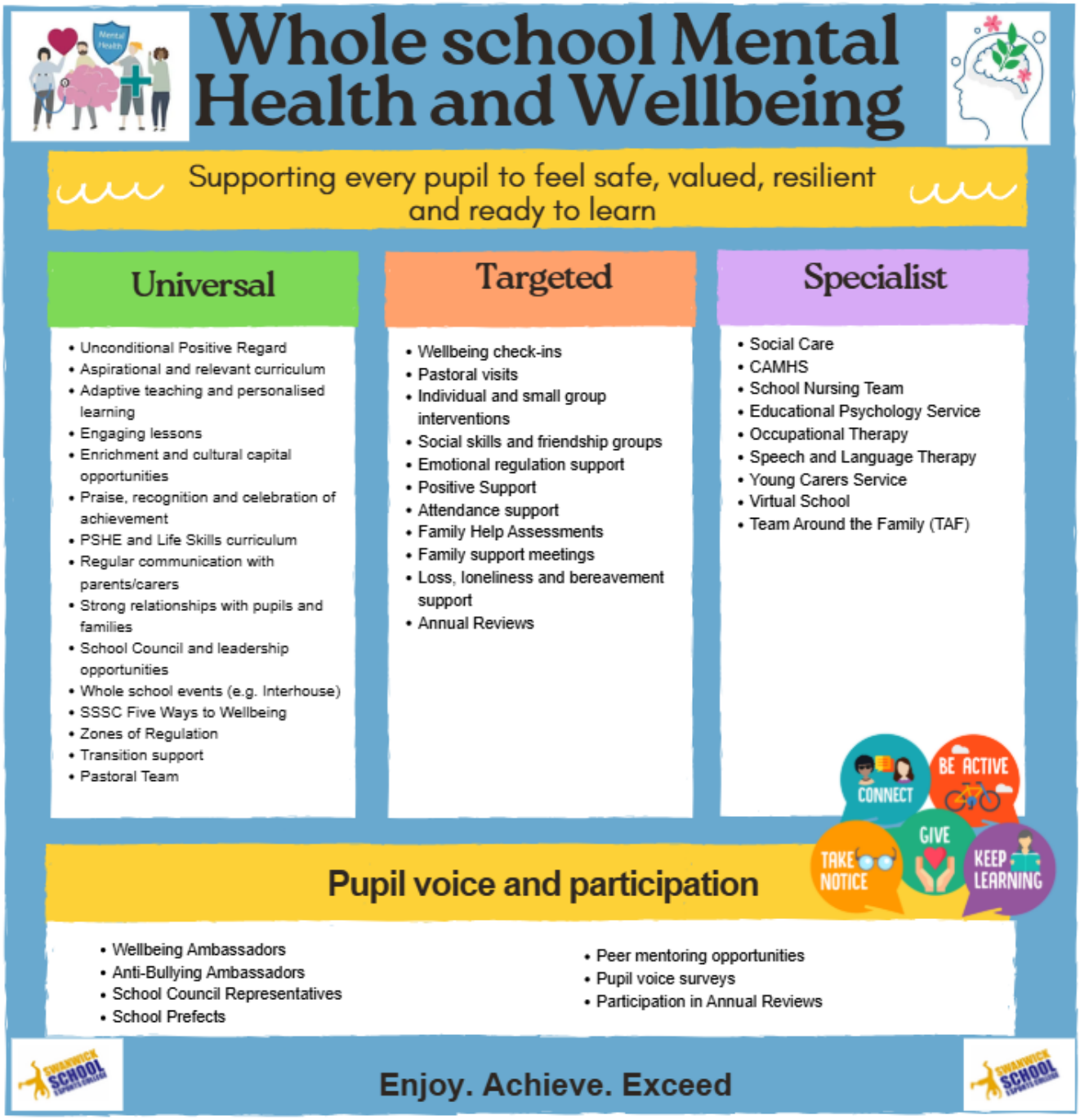
- Respond to concerns regarding pupil wellbeing.
- Carry out assessment and triage of identified needs.
- Coordinate targeted interventions.
- Support referrals to external agencies.
- Work collaboratively with families and professionals.

All staff will:

- Promote positive mental health and wellbeing.
- Build positive and trusting relationships with pupils.
- Be alert to signs of emotional distress.
- Report concerns in line with safeguarding procedures.
- Contribute to a culture where wellbeing is prioritised.

Promoting Positive Mental Health

We recognise that positive mental health is fostered through strong relationships, a sense of belonging and timely support. At SSSC, this is achieved through a whole-school approach incorporating universal provision, targeted interventions, specialist support and opportunities for pupils to have their voices heard and influence decision-making.



Teaching about mental health

At SSSC we take a whole-school approach to promoting positive mental health, aiming to help pupils become more resilient, happy and successful. In addition to this, SSSC helps to support pupils to work in a pro-active way to avoid problems arising. The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE and Life Skills curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching.

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

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management including unconditional positive regard.
- Helping pupils socially to form and maintain relationships.
- Helping pupils to feel comfortable about sharing any concerns or worries.
- Teaching pupils' emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring pupils understand their importance in the world;
- Helping pupils to be resilient learners and to manage setbacks in line with our school Learning Heroes.
- Identifying pupils who may need additional support and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

Signposting

The school will ensure pupils, families and staff are aware of available support.

Information will be provided through:

- School displays.
- Noticeboards.
- The school website.
- Parent/Carer communications.
- Pastoral support meetings.
- Assemblies and awareness events.

This will ensure pupils understand:

- What support is available.
- How to access help.
- Who can help.
- What to expect when support is accessed.

Early identification and warning signs

Early identification is essential to ensuring pupils receive support at the earliest opportunity.

Staff will monitor for indicators including:

- Reduced attendance.
- Changes in behaviour.
- Altered presentation or appearance.
- Reduced engagement in learning.
- Mood changes.
- Physical complaints.
- Family circumstances.
- Difficulties with relationships.
- Significant losses or life changes this may include bereavement.
- Expressions of loneliness or social isolation.
- Friendship difficulties or social withdrawal.

School staff may also 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 the Pastoral Team.

The Senior Mental Health Lead is also a Designated Safeguarding Lead and will work in collaboration with the Pastoral Team to ensure a holistic approach is in place for the pupil in need.

All concerns are reported to the Designated Safeguarding Leads within school and needs are assessed through a triage approach with the Pastoral Team to ensure the pupil gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers

Parents or carers can approach their child/children's class teacher or Pastoral Team if they have mental health concern in relation to their child/children. Parents and carers are encouraged to inform the school of significant life events such as bereavement, family separation, changes in living arrangements or other experiences of loss so that appropriate support can be planned.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes;
- Share ideas about how parents and carers can support positive mental health in their children;

- Make our emotional wellbeing and mental health policy easily accessible to parents;
- Keep parents and carers informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home;
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing as appropriate.

When a concern has been raised, the Pastoral Team will:

- Contact parents and carers to discuss the outcome of any assessment.
- Discuss any relevant referrals to external agencies.
- Signpost parents and carers to further information or provide resources to take away.
- Create a chronology of actions and events.
- Discuss how parents and carers can support their child through strategies or signposts to parenting support groups;
- 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.

Loss, Loneliness and Bereavement

At Swanwick School and Sports College, we recognise that experiences of loss, loneliness and bereavement can significantly affect a pupil's emotional wellbeing, mental health, relationships, behaviour and engagement in learning.

Loss may occur for many reasons and is not limited to bereavement. Pupils may experience loss through changes in family circumstances, friendships, care arrangements, key relationships, routines, staffing, school placements or significant life events. Feelings of loneliness and social isolation can also have a substantial impact on wellbeing and emotional resilience.

We recognise that all pupils respond differently and that emotional reactions may emerge immediately or over time.

The school will:

- Respond with compassion, understanding and sensitivity.
- Work collaboratively with parents, carers and professionals.
- Provide access to trusted adults and pastoral support.
- Make reasonable adjustments where appropriate.
- Support pupils to express and understand their emotions.
- Promote belonging, connection and positive relationships.
- Respect cultural, religious and family beliefs surrounding loss and bereavement.
- Signpost or refer families to specialist support services where additional support is required.

Disclosure and Confidentiality

Mental health concerns and safeguarding are closely linked.

Any concerns relating to; self-harm, suicidal ideation, significant emotional distress, risk-taking behaviour, vulnerability to exploitation, concerns regarding safety and welfare, will be managed in accordance with the school's Safeguarding and Child Protection Policy.

The Senior Mental Health Lead will work closely with Designated Safeguarding Leads to ensure appropriate risk assessment, intervention and support are implemented. Confidentiality cannot be guaranteed where there are safeguarding concerns.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Pupils may be referred to one of the following services for additional support:

- Educational Psychology Services;
- CAMHS (Child and Adolescent Mental Health Service)
- School Health Service;
- Early Help;
- Specialist Agencies e.g. Compass Changing Lives, The Autism Outreach Team

At SSSC we continually are looking to improve our practice in supporting our whole school community and promoting Mental Health and Wellbeing.

Since 2020 we have been working with Derbyshire Virtual School as part of their Attachment and Relationships Aware Schools Programme. This involved us completing training and projects around attachment needs and early trauma. We were proudly awarded as an ARAS (Attachment and Relationship Aware School) recognising our commitment to our pupils, staff, parents, carers and community.

Attachment & Relationship Aware Schools

In 2023 we were awarded the Bronze School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in Schools. This programme aims to ensure that mental health difficulties do not limit success at school and beyond. We look forward to working towards gaining the Silver Award.



Training

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.

Any additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Staff Wellbeing

In addition to this policy there is also additional support for SSSC Staff. Please refer to Staff Wellbeing Offer.

Links to other policies

This policy links to our:

- Safeguarding policy
- Attendance policy
- Behaviour policy
- Anti-bullying policy
- Relationship and Sex Education policy
- First Aid Policy
- Health and Safety policy
- Online Safety policy
- Equality statement
- SEND policy
- Supporting pupils with Medical Needs policy
- Staff Wellbeing offer

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years, the wellbeing provision will be continuously monitored and any changes required to the policy will be updated accordingly.

Useful links

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

Place to Be is one of the UK's leading mental health charities

https://www.place2be.org.uk/

NSPCC help and advice for parents and families dealing with mental health problems in everyday life

https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/

Barnados run many services supporting young people's emotional health and wellbeing, from one-to-one counselling to group work and schools-based programmes.
https://www.barnardos.org.uk/what-we-do/helping-families/mental-health

Beacon House provide a range of resources so that knowledge about the healing of trauma and adversity is in the hands of those who need it.

Resources (beaconhouse.org.uk)