



William Edwards School

Mental Health and Wellbeing

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Mr G Pavitt

Date written: September 2023

Date of next review: July 2024

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction and Context

This policy covers our school's approach to all aspects of student's mental health and wellbeing based on the Department for Education (DfE) recognised statement that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

The approach is driven by this over-arching policy, with links to other school policies and practices outlined below, in order to embed mental health and wellbeing in all interactions that take place in school. It allows teachers, students, and parents/carers to be 'consciously aware' of mental health and wellbeing, encouraging open discussions and emphasising a shared responsibility.

This whole school approach is based upon the recognition that academic performance is highly dependent on mental health and wellbeing, and on the principle that it is vital to support the mental health and wellbeing of both staff, students and parents/carers.

2) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- ✓ Anti-Bullying Policy
- ✓ Child Protection & Safeguarding Policy
- ✓ Attendance Policy
- ✓ SEND Policy
- ✓ Suspension & Exclusion Policy
- ✓ PSHE & RSHE Policy
- ✓ SMSC & British Values Policy
- ✓ Behaviour Policy
- ✓ Child on Child Abuse Policy
- ✓ First Aid & Medical Support Policy

3) Legislation

Statutory guidance that informs the schools approach includes:

- ✓ Personal, social, health and economic (PSHE) education
- ✓ Relationships Education, Relationships and Sex Education (RSE) and Health Education
- ✓ Promoting fundamental British values as part of SMSC in schools
- ✓ Keeping Children Safe in Education 2023
- ✓ School Inspection Handbook
- ✓ Equality Act
- ✓ First Aid in schools, early years and further education (February 2022)

4) Strategy

In developing our Personal Development and Wellbeing Strategy we summarised our coverage into the eight key principles as defined in the “Promoting children and young people’s emotional health and wellbeing” (Public Health England, 2015)

Leadership and management	<p>That supports and champions efforts to promote emotional health, wellbeing and personal development. This including:</p> <ul style="list-style-type: none">✓ To ensure a key governor with knowledge and understanding of personal development and wellbeing✓ To be centred in improvement plans✓ To involve pupils, staff and parents in developing all key structures and policies relating to personal development and wellbeing✓ To develop feedback from key practitioners, both within and outside of the school✓ To attend termly MH Network meetings and feedback to other staff members
School ethos and environment	<p>That promotes respect and values diversity. This including:</p> <ul style="list-style-type: none">✓ To ensure strong relationships between staff and students promoting mutual respect and learning✓ To create a culture of inclusiveness and communication that ensures all young people’s concerns can be addressed✓ To ensure clear guidance on how to report, record and analyse incidents of bullying✓ To promote peer-mentoring schemes and structures of student leadership and voice✓ To address core themes across the school year with all✓ To promote wellbeing and personal development events such as anti-bullying week✓ To encourage all students to be active, including a range, quality and take-up of extra-curricular activities✓ To ensure a range of trips and visits available relating to personal development and wellbeing of students
Curriculum teaching and learning	<p>That promotes resilience and supports social and emotional learning. This including:</p> <ul style="list-style-type: none">✓ Dedicated PSHE education on student’s timetable which includes both RSE and Health Education✓ SMSC education through the Tutor Time programme✓ Resilience and Mind-set education through the Tutor Time programme✓ Integrated development of SMSC and PSHE education into all subject areas

	<ul style="list-style-type: none"> ✓ Holding charity events or similar to support community aspect and reach of school ✓ Teachings around careers information, education, advice and guidance planned per year
Student Voice	<p>That allows partnerships between young people and staff to formulate, implement and evaluate organisation wide approaches; with students have mechanisms to contribute to decisions. This including:</p> <ul style="list-style-type: none"> ✓ Structured student leadership opportunities throughout the school ✓ Student Executive to be used to involve students in decision, linked strongly to other student leadership groups ✓ Use of a Wellbeing Team as part of student leadership group, supporting wider ideas but with a primary focus on student wellbeing ✓ Group of students to be trained Mental Health Champions with the School Wellbeing Service ✓ All students to complete the Brighter Futures Survey with the School Wellbeing Service
Staff development, health and wellbeing	<p>That supports their own wellbeing and that of students to ensure practitioners have the knowledge, understanding and skills they need to develop young people's social and emotional wellbeing. This including:</p> <ul style="list-style-type: none"> ✓ Promoting staff health and wellbeing. Further information found on central policy ✓ Clear structure to staff development including use of e-learning platform EduCare ✓ Link between students and teachers to be enhanced ✓ Staff to access Wellbeing for Education Recovery training delivered in collaboration with Thurrock EP service, commissioned by the DfE and developed by the Anna Freud Centre and MINDED. ✓ Staff to attend evidence based training programs with the School Wellbeing Service ✓ Staff to be given the opportunity to attend Reflective discussions with the School Wellbeing Service
Identifying need and	<p>That including interventions being put into place to support students and staff. This including:</p>

monitoring impact	<ul style="list-style-type: none"> ✓ Systematic measure and assessment of young people's social and emotional wellbeing, used to plan activities and evaluate their impact ✓ Clear structure of assess, plan, do, review in place for all aspects relating to identifying need and monitoring impact ✓ Clear safeguarding, behaviour and anti-bullying policies for reporting, recording, and analysing key issues ✓ In-depth intervention sessions on small group or 1:1 basis which can be run on a variety of scales for different students ✓ Confidential reporting system for students
Working with parents and carers	<p>That including working in partnership with parents and carers to promote young people's social and emotional wellbeing. This including:</p> <ul style="list-style-type: none"> ✓ Clear communication home strategy including home-school agreement ✓ Morning 'greeters' on the school gates, working to support both parents and carers and students ✓ Parent and carer infographic per term based on personal development and wellbeing support for students ✓ Ensure disadvantaged children and families are given the support they need to participate fully in activities to promote social and emotional wellbeing ✓ Link with School Wellbeing Service to provide parent/carer events to build awareness of the SWS service and other educational/support sessions
Targeted support	<p>That in line with appropriate referrals and monitoring that ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured. This including:</p> <ul style="list-style-type: none"> ✓ Work with the SWS to map internal Thrive Model and referral systems to external organisations ✓ Access to pastoral care and support ✓ Peer education, mediation, and support ✓ Clear and consistent information about the opportunities available ✓ Use of school nurses and other external agencies, as applicable ✓ Through curriculum teaching and learning strategies to support awareness and understanding of key issues ✓ PALS provision to provide Pupils as Listeners for others ✓ In-depth intervention sessions on small group or 1:1 basis which can be run on a variety of scales for different students

5) Action Plan

Further to the strategy stated above, we have also worked in partnership with the School Wellbeing Service to create an action plan to create a mentally healthy environment for students, parents/carers, school staff and the wider community.

This action plan also follows the eight principles to promoting a whole school approach to emotional health and wellbeing (Public Health, 2015) and is reviewed annually by the school's Mental Health Lead (George Pavitt).

6) Monitoring arrangements

This mental health and wellbeing policy will be reviewed by the Head of School every year, following the review of the school's action plan with the School Wellbeing Service.

