

# **THE WENSLEYDALE SCHOOL & SIXTH FORM MENTAL HEALTH AND WELLBEING POLICY**

## **I. Vision**

- 1.1 We are dedicated to the health and happiness of our students, this guidance provides a clear set of protocols for ensuring the well-being and welfare of all students.
- 1.2 Progress and achievement in schools depends on the wellbeing of students.
- 1.3 Only medical professionals should make a diagnosis of a mental health difficulty however, staff in the school are well placed to observe young people day to day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. These observations will often lead to discussion with family and referral to an appropriate agency for support or exploration.

## **2. Principles of the mental health and wellbeing policy**

- 2.1 All members of the school community need to understand and support the principles in which this policy is grounded.
- 2.2 It is the responsibility of all staff to monitor and support the wellbeing of students.
- 2.3 It is the right of students to learn and teachers to teach in a positive and supportive environment.
- 2.4 The school needs to adopt a consistent approach to implementing exemplary practice in the support of students wellbeing
- 2.5 The support of parents/carers, and agencies working in partnership with the school, is essential for supporting the wellbeing of students.
- 2.6 The governing body needs to fulfil its role and responsibilities, including legal requirements, in supporting the school to implement the mental health and wellbeing policy effectively.
- 2.7 This policy should be read in conjunction with the child protection policy and keeping children safe in education. Concerns of a child protection nature will be referred immediately to child protection lead.

## **3. Supporting students with mental health issues**

- 3.1 The Wensleydale School offers important opportunities to prevent mental health problems by promoting resilience through our LORIC program. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen can help them to thrive even in the face of significant challenges.
- 3.2 The LORIC strategy does not work for all young people and for some they may not feel able to cope with their problems.
- 3.3 It is important when responding to students who are struggling with their mental health that you remain calm and non-judgemental.

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- You should not
- dismiss concerns or disclosures as insignificant; they may provide a vital link to other information
  - keep such concerns to yourself
  - promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

3.4 Staff with concerns about a student's mental health or wellbeing should without delay discuss this with a member of the pastoral team (progress leader, SENCO or safeguarding lead)

3.4 The pastoral team will provide the appropriate level of support available to students with mental health issues in partnership with outside health agencies and support groups.

3.5 The pastoral team are able to signpost and/or refer students, parents and carers to other agencies who support young people with mental health issues, including self-harm and eating disorders.

- 3.6 Support available includes, but is not exclusive to:
- Progress leader intervention and mentoring
  - SENCO intervention and mentoring
  - Peer mentoring
  - MIND
  - Compass Buzz
  - Compass Reach
  - CAHMS
  - Healthy Child Team
  - Live Well
  - Early Help
  - KOOTH

3.7 If any member of staff feels that the student is in immediate danger of harm then normal 'Safeguarding' procedures should be followed.

3.8 If the student has self-harmed then staff should seek advice from the named member of staff responsible for First Aid and make an immediate referral to the safeguarding lead.

### **4. Development of positive attitudes to mental health**

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4.1 The Wensleydale School acknowledges that in society there is some stigma still attached to mental health problems and is actively working to ensure that our students are educated to not discriminate against any other person.

4.2 Our LORIC programme promotes social harmony, equality and diversity.

4.3 Our whole school ethos is that all staff and students will be Positive, Respectful and Hardworking.

4.4 All teaching staff have been trained to at least Compass Buzz Level 1 to allow them to be aware of mental health issues that may display in our students so they can demonstrate positive approaches to mental health in their teaching and interactions with students.

4.5 We acknowledge that staff who are working closely with distressed students can themselves be placed under emotional strain.

To support these staff - all staff have received Compass Buzz Level 1 mental health training and selected staff including progress leaders and the SEND team have received level 2 and 3 training.

-the school has appointed a staff wellbeing champion whose role it is to signpost staff to support for their own mental health and wellbeing.

There is therefore a strong link between this policy and the following policies:

- Anti-bullying
- Attendance
- Inclusion
- Equal opportunities
- Home-school agreement
- Safeguarding and child protection
- SEND policy

**Date of Policy: September 2020**

**Date of Review: September 2021**