



Castle Newnham School

TRADITIONAL VALUES, BRIGHT FUTURES, ONE JOURNEY

Mental Health and Wellbeing Policy

Governors' Committee:	Inclusion & Equality Board
Adopted by the Governing Body on:	6 December 2023
Signed: (Chair of Committee)	
Signed: (Federation Principal)	
Proposed date of review:	November 2025

A. RATIONALE

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

As defined by the World Health Organisation 2022

At Castle Newnham School, we aim to promote positive mental health for every one of our staff and pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable individuals.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for both staff and pupils affected both directly, and indirectly by mental ill health.

Links to other policies

- Child Protection and Safeguarding Policy
- SEND
- Medical
- Anti-bullying
- Attendance
- Behaviour
- Whole School RSE Policy
- Confidentiality policy
- Sickness Absence
- Personal Development Policy

B. AIM

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all stakeholders at Castle Newnham School.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health 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 in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff and pupils to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to staff and pupils suffering from or affected by mental ill health
- Provide support to peers and parents/carers as needed

C. PRINCIPLES

Teaching about mental health

The skills, knowledge and understanding needed by our pupils and staff to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.

The specific content of lessons will be determined by the needs of the cohort and the curriculum overview 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 teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas around the school and will regularly highlight sources of support to pupils within relevant parts of the curriculum. 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

D. PROCESSES – WHOLE SCHOOL

School staff promote positive mental health and wellbeing through the PSHE curriculum, tutor time/registration activities and wider opportunities available in school, such as assemblies and themed awareness days or celebrations.

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 using the School's referral systems (CPOMs) and referrals to the Pupil and Family Support teams where appropriate. If there is serious concern for a child then a child protection referral process should be followed. Please refer to the Child Protection Policy for further details about this process.

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
- Attempting to avoid 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

Processes – Staff

- Workload will be kept under constant review and opportunities actively sought to ensure a healthy work/life balance
- A supportive and collegiate atmosphere at work will be encouraged through regular check-ins from line managers and senior staff whilst working, opportunities to meet socially as well as professionally and reminders to show gratitude for support to colleagues.
- Individual success will be celebrated
- Line management will provide regular opportunities to discuss personal as well as professional success and concerns, in addition to offering support and further guidance when required.

- Employee guidance and support will be publicised and be available to staff. This will include: Bedford Borough Wellbeing service, Care First employee support. Occupational health and staff referrals will be used by the line manager where needed.
- Mental Health First Aiders will have had training on how to support staff and will be available to support staff when required.

Managing disclosures

The school will ensure that there are well-publicised mechanisms and opportunities for discreet disclosures and discussions relating to mental health and wellbeing.

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?'

All disclosures should be recorded swiftly on CPOMs.

Confidentiality

In line with our Child Protection and Safeguarding Policy, teachers, staff and health professionals are unable to offer absolute confidentiality. Staff will ensure that children are aware of the different boundaries of confidentiality when beginning work with them. Staff will act in their pupils' best interests which may involve sharing information if a child is at risk of harm. Pupils will be told if information is to be shared (unless the pupil has significant special needs which would make this inappropriate) and will be offered appropriate support. See our Child Protection and Safeguarding Policy for further details.

RESPONSIBILITIES:

Governors/SLT

Offer challenge and support in matters pertaining to pupil and staff wellbeing, ensuring that regular reviews of work/life balance are taken into consideration and on meeting agendas.

Senior Mental Health Lead(s)

The Senior Mental Health Lead(s) will coordinate the implementation of the policy and will take a key role in training and organising CPD for other members of staff.

PSHE Lead(s)

The PSHE lead(s) will work with the mental health lead(s) and suitable outside agencies to develop the PSHE curriculum to include information and education for pupils about how to support their own mental health and wellbeing.

Form Tutors and teaching staff

Staff will deliver mental health and wellbeing education as part of the PSHE curriculum. They will report any concerns about a pupil's mental health using the relevant system.

Pupil and Family Support Workers

Staff will offer 1:1 and small group support for pupil's mental health. They will work with families and outside agencies, where appropriate, to address concerns, offer support and share strategies.

Parents and Carers

Parents and carers should communicate with the school in a timely fashion and work with relevant colleagues to address issues with pupils.

E. PROCESSES – PRIMARY

Personal Development lessons

Our programme of study for PSHE lessons, known as 'Jigsaw' is a progressive scheme that allows pupils to have relevant learning experiences in order to help them navigate their world and develop positive relationships with themselves and others. The programme has a strong emphasis on emotional literacy, building resilience and nurturing both mental and physical health. The topics are as follows for each year group with every lesson being underpinned by emotional and mental health elements.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Zones of Regulation

Zones of Regulation will be followed to support the teaching of how to recognise and manage emotions and will be used as a classroom strategy by all teachers and support staff. This whole school approach in Primary will also be used to support mental health, SEND and behaviour interventions where necessary where individual pupils may need additional work on recognising their feelings, triggers and emotional responses.

F. PROCESSES – SECONDARY

Personal, Social, Health, Economic education (PSHE)

Health and Wellbeing topics are covered throughout the year which include:

KS3	Year 7	Year 8	Year 9
Autumn 1	<p>Coping with transition</p> <p>Friendships</p>	<p>All of these include the mental and physical impacts:</p> <ul style="list-style-type: none"> • Legal and illegal drugs • Alcohol • Energy Drinks 	<p>All of these include the mental and physical impacts:</p> <ul style="list-style-type: none"> • Dependence and addiction • Gangs and consequences
Spring 2	<p>All of the below consider the mental and physical impacts:</p> <ul style="list-style-type: none"> • Sleep • Peer pressure • Dangers of smoking • Dangers of alcohol • Dangers of Caffeine • Changes in the body 	<ul style="list-style-type: none"> • What is 'good mental health'? • Promoting good mental well being • Healthy and unhealthy coping strategies • Attitudes to mental health • Digital Well being 	<ul style="list-style-type: none"> • Mental health illnesses • Strategies for good mental health • Eating disorders • Body Image

KS4	Year 10	Year 11
Autumn 1	<p>All of these include the mental and physical impacts</p> <ul style="list-style-type: none"> • Addiction: Gambling • Dementia 	<p>Stress management</p> <ul style="list-style-type: none"> • How to beat exam stress • Coping with transition

Spring 2	<p>All of these include the mental and physical impacts</p> <ul style="list-style-type: none"> ● Legal and illegal drugs and psychoactive substances ● Getting help for addiction 	<p>All of these include the mental and physical impacts</p> <ul style="list-style-type: none"> ● Being an adult: Growing up in the world ● My body, my choice: Cosmetic Surgery.
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G. MONITORING, ASSESSMENT & EVALUATION

Governors / Senior Leadership Team

Staff, pupil and parent/carer surveys will be analysed on an annual basis and the views of stakeholders, as expressed in a variety of ways, will be taken into account when reviewing universal, whole school approaches, specialised, targeted approaches, as well as the Health and Wellbeing content of PD lessons. The school development plan will be updated with consequent actions annually. A lead governor for mental health and wellbeing is involved in monitoring the policy through the programme of governor visits and is in regular contact with the Senior Mental Health Leads.

Appendix:

Care First employee support:
www.carefirst-lifestyle.co.uk