



# Student Mental Health and Wellbeing Policy

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## At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

### **#TeamWoodhey**

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*At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.*

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These are:

#### **Respect**

We treat everyone as we wish to be treated ourselves; we are all part of the same team

#### **Excellence**

We strive to be the best we can be at all times; nothing but the best is good enough for us

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*Underpinning our values are two clear expectations.*

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These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyani Enoch Onuoha)

### **#TeamWoodhey**



# Student Mental Health and Wellbeing Policy

At Woodhey High School, we recognise that positive mental health and wellbeing are essential to the development of thriving and successful students. It is therefore vital to our aims as an organisation that we provide high quality mental health and wellbeing support.

This policy sets out our commitment to monitoring and improving the wellbeing of our students. It sets out some of the ways in which key members of staff take responsibility for the school's approach to promoting positive mental health and wellbeing. It also describes our process for identifying and responding to mental ill health, and the support we make available to all students.

This policy is drafted by the Assistant Headteacher (Personal Development) in consultation with the Deputy Headteacher (Student Experience) and reviewed by the Academy Council in line with the stipulated review dates.

## Aims

We aim to ensure that our school:

- Reduces the stigma attached to mental health issues and promotes positive wellbeing in all students
- Provides a secure environment that encourages openness and trust
- Can respond effectively to concerns about students' mental health
- Embeds the skills students need to make good decisions about their own mental health and wellbeing
- Offers comprehensive pastoral and medical support that is accessible to all students.

## Roles and Responsibilities

The school's designated lead for mental health and wellbeing is responsible for:

- Coordinating the school's approach to promoting positive mental health and wellbeing
- Providing all members of staff with the knowledge and skills they need to identify signs of mental ill health in students
- Building strong working relationships with child and adolescent mental health services and other external partners
- Reporting to the Academy Council on the school's wellbeing policy and programmes
- Working with the Senior Leadership Team (SLT), governing body, school staff, parents, carers and students to create an environment where everyone feel safe, supported and motivated.

The Headteacher is responsible for:

- Reviewing this policy on a regular basis, ensuring that it is developed in consultation with students, parents, carers and members of staff
- Ensuring that staff are equipped with the appropriate training to support students in mental health and wellbeing
- Listening to the views of students and making sure that they have opportunities to contribute to the decision-making process
- Ensuring that the school shares information on mental health with all students.

The Headteacher implements these responsibilities with the support of appropriate members of the Senior Leadership Team and staff across the school.



The Designated Safeguarding Lead (DSL) is responsible for:

- Keeping detailed records of any significant mental health concerns
- Liaising with external services where there are any significant mental health concerns
- Acting as a source of support and expertise to the school community.

All members of school staff are responsible for:

- Treating all students with empathy, respect and kindness
- Encouraging students to disclose concerns or seek help when necessary
- Reporting any wellbeing or mental health concerns to the school's designated lead for mental health and wellbeing.

Examples of good practice may include:

- Organising whole-school or year group assemblies to discuss specific mental health and wellbeing issues
- Arranging for external speakers to visit and discuss topical issues such as the use of social media or the impact of body image
- Using key dates such as Mental Health Awareness Week and World Mental Health Day as opportunities to raise the profile of mental health
- Holding designated health and wellbeing days, organising activities across the curriculum
- Dedicating time to celebrate students' academic and extracurricular achievements
- Including student wellbeing in lesson observation criteria for teaching staff
- Engaging with the sponsored walk to prepare students for a relaxed day
- Using displays and bulletins to signpost students to sources of support
- Organising a tutor programme so that students have regular opportunities to discuss mental health issues in small groups
- Ensuring both the safeguarding curriculum and PSHE programme include teaching and learning around mental health and strategies to support students in the management and recognition of theirs and others mental health.

## Mental Health and Wellbeing in the Curriculum

The school will commit to promoting physical health and mental wellbeing through in-classroom teaching. In addition to the basic steps students can take to care for themselves, teachers will put specific emphasis on the skills young people need to overcome setbacks and succeed in the face of adversity. This is evidenced in the Respect section of schemes of learning.

The school's PSHE and safeguarding (Respect) curriculum will include lessons on mental health and wellbeing, as well as the importance of relationships. To emphasise the benefits of spending time outdoors, students will engage with activities such as the sponsored walk and the forest school.

Each half term the safeguarding curriculum revisits sources of support for students outside of the school environment to ensure they have a network of support out of school hours. In addition, all students have the school safeguarding email address and online reporting referral form they can access 24 hours a day.

## Supporting Individual Students

All members of staff will work together to identify and monitor mental health concerns. Open communication between members of staff will help to create a 'first line' in supporting individual students and responding to disclosures. Staff will record information accurately on CPOMS which is regularly checked by the DSL and wider safeguarding team in order to track



concerns. This will complement the school's pastoral tracking processes. In addition, senior and pastoral leaders will meet weekly and termly to discuss any ongoing concerns and make suitable arrangements as required. Mental health concerns are a standard item of discussion and action on both the Key Stage 3 and Key Stage 4 strategy meetings.

Staff will be encouraged to look out for:

- Erratic, unaccountable behaviour (e.g. leaving lessons suddenly)
- Changes in sleeping habits
- Disengagement from work or extracurricular activities
- Unexpected or disproportionate reactions to ordinary situations
- Aggressive or compulsive behaviour
- A drop in academic achievement
- A drop in attendance
- Isolation from peers
- Dysfunctionality in family life
- Talking about self-harm or suicide
- Changes in appetite
- Changes in clothing
- Changes in presentation
- Abusing alcohol or drugs.

Within the school, the pastoral and Progress teams are available to discuss mental health concerns confidentially. If a member of staff feels it is appropriate to pass on concerns, they will explain to the student who they are going to talk to and what they are going to tell them.

### Providing a network of support

In addition to supporting individual students with mental health and wellbeing concerns, the school will commit to making sure that all students can access a cohesive network of pastoral and medical services. These include:

- Our Progress Team and Pastoral Mentors
- The Attendance Office
- Appointments with the school counsellors
- Peer mentors and/or student ambassadors, who are trained to support other students in their year groups
- Referrals to external agencies
- Signposting to online platforms

The headteacher, deputy headteacher (student experience) and designated mental health lead will work closely together to identify opportunities for staff training, so that all members of staff feel confident in supporting students. Examples of good practice include organising mental health first aid training for all staff and holding CPD sessions on how to identify the signs of anxiety and stress in students.

### Working with families and the community

The school believes that effective mental health and wellbeing support depends on the input of parents, carers and the broader community. Through our parent and carer surveys and parent and carer forums, we make sure that parents and carers have regular opportunities to inform our approach.





We are also pleased to offer parent and carer mailshots and information evenings on topics such as exam stress, transition, and drug and alcohol abuse. Senior and progress team leaders are always available to meet parents and carers to discuss any concerns.

### Related Policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Online Safety (e-safety) Policy
- Personal Development Policy.

### Useful Links

[Young Minds](#) is one of the UK's leading charities for children and young people's mental health.

[Place2Be](#) is one of the UK's leading children's mental health charities.

[Mind](#) is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.

[Children's Mental Health Week](#) is an annual opportunity to encourage children, young people and adults to celebrate their uniqueness.

[Child and adolescent mental health services \(CAMHS\)](#) provide support to children and young people with a wide range of behavioural and emotional issues.

