

# **HILDEN GRANGE SCHOOL**

## **Wellbeing and Positive Mental Health Policy**

**Policy Reviewed by:** N. Brown

**Job Title:** Assistant Head Pastoral

**Review Date:** Sept 2021

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**Policy actioned from:** September 2021 – August 2022

**Next Review Date:** June 2022

**Reviewer's Signature:** N. Brown

**Head Teacher's Signature:** M. Gough

At Hilden Grange School, we recognise that positive mental health and wellbeing are essential to the development of thriving and successful children. It is therefore vital that we provide high quality mental health and wellbeing support to give our pupils the best opportunity to learn and be successful.

This policy sets out our commitment to monitoring and improving the wellbeing of our pupils. 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.

This policy is drafted by the Assistant Head, Pastoral in consultation with the Deputy Head (also the DSL) and the Head of Pre-Prep, all whom make up the Senior Wellbeing Team at Hilden Grange. This policy is reviewed annually.

## **1. Aims**

We aim to ensure that our school:

- reduces the stigma attached to mental health issues and promotes positive wellbeing
- increase understanding and awareness of mental health so as to facilitate early intervention
- alert staff to warning signs and risk factors
- provides a secure environment that encourages openness and trust
- can respond effectively to concerns about a pupil's mental health
- embeds the skills necessary to make good decisions about their own mental health and wellbeing
- offers comprehensive pastoral support that is accessible to not only those who suffer from mental health issues, but their parents and peers, where necessary

2. The World Health Organisation (WHO) defines mental health as *'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.'*

This underpins our school aims, to build confident, happy, successful child who can manage times of adversity.

## **3. Roles and responsibilities**

**Assistant Head, Pastoral 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
- Build working relationships with child and adolescent mental health services and other external partners
- reporting to the Headmaster and governing body on the school's Wellbeing Policy and interventions
- working with the Senior Leadership Team, school governors, school staff, parents and pupils to create an environment where everyone feel safe, supported and motivated

### **The Senior Wellbeing Team are 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
- ensure, as a minimum, all staff receive regular training about recognising and responding to mental health issues as part of their regular child protection and safeguarding training to enable them to keep students safe
- Promote and model good mental health and wellbeing
- Offer opportunities for staff to train further if they wish to deepen their knowledge
- Approach specific staff who would act as mentors for particular pupils

### **All members of school staff are responsible for:**

- treating all pupils with empathy, respect, kindness and a sense of belonging to our Hilden Grange community
- improve standards in every subject by ensuring that appropriate support meets the child's needs
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- effective teaching and therefore, improved engagement and focus from pupils in lessons
- reporting any wellbeing or mental health concerns to the Assistant Head, Pastoral or the Head of Pre Prep for the weekly pastoral meetings
- educating the staff about risk and protective factors and how to build the emotional foundations for children to thrive
- reporting any disclosures to the DSL or DDSL within the hour and following it up with a concise report on My Concern (see Safeguarding Policy)

### **Examples of good practice may include:**

- organising whole school or year group assemblies to discuss specific wellbeing and behaviour issues
- offer opportunities for children to have a pupil voice and to participate in decision making
- arranging for external speakers to visit and discuss topical issues such as the use of social media or strategies to strike a balance between school work and other activities
- 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 pupils' achievements, including academic, extracurricular, Language of Learning Stars (Friday assembly)
- including pupil wellbeing in lesson observation criteria for teaching staff
- mindfulness/break-time sessions to promote wellbeing/self esteem
- senior students becoming mentors for younger pupils
- using displays and bulletins to signpost pupils to sources of support
- regular opportunities for children to be able to discuss mental health issues such as in Form Times and PSHE lessons

#### **4. Mental Health and Wellbeing in the curriculum**

The school will commit to promoting physical health and mental wellbeing through classroom teaching. In addition to the basic steps our pupils 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.

The school's PSHEE curriculum (See PSHEE policy) and Tutor time will include frequent opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy, as well as the importance of relationships. To emphasise the benefits of spending time outdoors, all children have allocated break times and Games lessons.

#### **5. Supporting individuals**

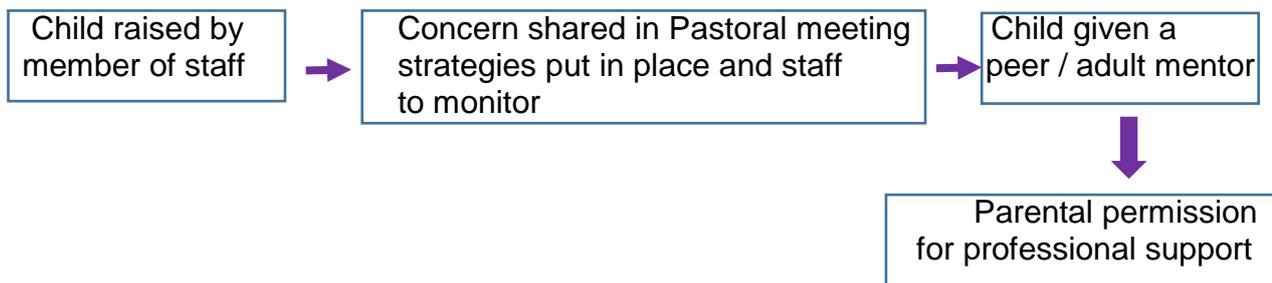
All members of staff will work together to identify and monitor mental health concerns. Open communication and weekly Pastoral meetings between members of staff will help to create a 'first line' in supporting individuals. Staff will email their concerns as soon as it arises and these are shared at the weekly Pastoral meeting, either as an evidence gathering exercise or to share strategies to monitor / support / observe the child. By alerting the Assistant Head, Pastoral or the Head of Pre Prep to any concerns immediately, the child can be monitored with immediate effect and support can be put in place.

Early warning signs are always seriously and communicated to the Assistant Head Pastoral, the Head of Pre Prep or the DSL, as appropriate.

All staff will be encouraged to look out for:

- erratic, unaccountable behaviour (e.g. leaving lessons suddenly)
- changes in sleeping habits (parents will have to inform school)
- disengagement from work or extracurricular activities
- expressing feelings of failure, uselessness or loss of hope
- 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
- increase in lateness or absenteeism

If concerns remain, we follow the below route to gaining professional support, involving the parents in conversation following the Pastoral meeting, or, when agreed necessary by the Deputy Head and Pastoral Lead or Head of Pre-Prep:



## 6. Pupil's raising their concerns about themselves or a peer

If a pupil wishes to raise a concern, they can do this via a number of different pathways:

- Alert their Class Teacher / Form Tutor
- Approach any member of staff that they feel comfortable to talk too, including the Assistant Head, Pastoral, Head of Pre-Prep and The Deputy Head
- Following guidance in the Safeguarding Policy: the pupil will be listen to but confidentially not granted.

## 7. Peer Mentoring and Adult Mentoring

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

- Class Teachers / Form Tutors, SLT
- any member of staff at the school, including the School Nurse
- peer mentors
- appointments with the school counsellor by invitation only (parental consent must be gained prior to the session)
- The Deputy Head, Head of Pre-Prep and Assistant Head, Pastoral work closely together to identify opportunities for staff training, so that all members of staff feel confident in supporting the pupils. Examples of good practice include organising mental health first aid training for staff interested, holding INSETs and encouraging staff to complete Mental Health courses on Educare.

## 8. Working with families and the community

The school believes that effective mental health and wellbeing support depends on the input of parents, family and the broader community. The school has open lines of communication and we make sure that parents have regular opportunities to inform our approach.

SLT and Class Teachers / Form Tutors are also always available to meet parents to discuss any concerns.

In order to support parents we:

- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our policies easily accessible to parents
- Share ideas about how parents can support positive mental health via Parent Education/ Information evenings
- Share the PHSEE Policy

## **9. Health Action Plan: (In line with the Mental Health First Aid (MHFA) training)**

If a pupil requires mental health first aid, we follow the action plan below (ALGEE):

**A** approach, assess and assist with any crisis

**L** Listen non-judgmentally

**G** give support and information

**E** Encourage appropriate help (professional)

**E** Encourage other supports

### **Related policies**

This policy should be read in conjunction with policies for:

- PSHEE Scheme of Work
- Anti-Bullying
- Online Safety
- Safeguarding

### **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.
- [Anna Freud](#) is a great resource and a world leading mental health charity for over 60 years
- [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.
- [Child Counseling services](#)  
Sturgeons, Tunbridge Wells (previously Fegans)  
[www.fegans.org.uk](http://www.fegans.org.uk)