	Effective Date: 7th November 2024	
Woodford County High School for Girls	Last modified: 22/11/2023	
	Document no: **SP 05.18.002**	
	Replaces Version: 22/11/2023	
SCHOOL POLICY **Mental Health Policy**	Approved: Curriculum and Pupil Welfare Committee	Page **1** of **8**

1.   Aims

At Woodford County High School, we aim to promote positive mental health and well-being for our whole school community and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that young people's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health challenges may lead to students having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships, and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy."

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and will offer positive role models and relationships, which are critical in promoting pupils' well-being engendering a sense of belonging and community.

Our role at Woodford is to ensure that they can manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our School Vision and Values

"We want our students to enjoy and appreciate their education and to leave Woodford equipped to embark on happy, fulfilling and useful lives, wherever and however they choose to lead them."

Our aim is to develop the protective factors which build resilience to mental health challenges and be a school at which:

- All students are valued *("Confident of their own worth")*
- Students have a sense of belonging and feel safe *("Happy and Safe in themselves and in relationships")*
- Students feel able to talk openly with trusted adults about their problems without feeling any stigma (*"Courageous and resilient", "Assured and articulate in communication")*
- Positive mental health is promoted and valued (readying students for *"happy, fulfilling and useful lives"*)
- Bullying is not tolerated (Students are "*considerate and kind*" & *"respectful of difference*)

(Extracts of School Vision and Values)

In addition to students' well-being, we recognise the importance of promoting staff mental health and well-being.

2. Purpose of the Policy

The policy sets out

- How we promote positive mental health
- How we prevent health problems
- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to prevent mental health difficulties getting worse
- Key information about some common mental health difficulties
- Where parents, staff and students can get advice and support

3.   Definition of Mental health and Well-being

We use the World Health Organisation's definition of mental health and well-being:

… a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to her or his community.

Mental health and well-being is not just the absence of mental health problems. We want all children/ young people to

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change and learn and achieve.

4.   Links to other Policies
This policy links to our policies on
-Child Protection and Safeguarding
-Behaviour Policy
- Anti-bullying procedures
-Relationships and Sex Education Policy (RSE)
-Special Educational Needs and Disabilities (SEND) Policy
-Attendance Policy.

5.   A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses several aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience
2. helping students to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching students an awareness of mental health and ways to maintain their own positive mental health and wellbeing and that of others
5. supporting students with the development of social and emotional skills
6. identifying early those students who have mental health needs and planning support to meet their needs and maintain their safety, including work with staff in school as well as specialist services
7. supporting and training staff to develop their skills and resilience
8. listening to staff concerns about wellbeing via the wellbeing group
9. providing staff activities to enable connection between members of staff
10. providing access to school counsellors and the EAP service

We recognise the role that stigma can play in preventing understanding and awareness of mental health issues amongst students, staff, and parents. We aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

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6. Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children and young people will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such as a physical long-term illness, having a parent who has a mental health problem, bereavement, changing friendships, family breakdown, historic traumatic experiences, undiagnosed SEN and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Mental health Team

Senior Mental Health Lead	Mellisa Greenfield
Student Guidance Officer (ELSA)	Suela Marku
Student Guidance Assistant	Rukshanda Iqbal
SENCO	Holly Bailie
SENDO	Judith Connal
Sixth Form Administrator Assistant (ELSA)	Jyoti Mamtora
Health and Welfare Officer	Debra Kaye
Health and Welfare Assistant (ELSA)	Mindi Mann
School Nurse (LBR)	Meury Febres-Petch
Counsellor	Joan Findlay
Counsellor	Amanda Stevenson
Counsellor	Dinah Knox-Hooke
Art Therapist	Nina Tara
Educational Psychologist (LBR)	Danika Agyeman
SEATTS (SEMH) (LBR)	Kathryn Webb

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7.   Supporting Students' Positive Mental Health

We aim to support positive mental health of students in a number of ways including:

Informing students about how to support their own well-being and that of others through:

- Assemblies

-Engagement with National Children's Mental Health week

-Information in Student Planners including where to go for help

-Information in the weekly Student Bulletin

-Form Time & PSHCE Sessions (Mental Health and Emotional Well-being, Positive Coping Strategies, Anti-bullying, Self-esteem, Coping with Change, Goals and Relationships)

-Progress reviews and review interviews including reflection on student's own well-being and how to improve it

We have access to the Wellbeing Hub (training and resources.)

8.   Early Identification

All staff are aware of the need to offer support early.

The Pastoral System in which each student from Y7-13 has a Form Tutor with who they have routine contact allows for observation of low mood or anxiety and a chance to speak to someone easily about any worries or concerns

Any member of staff may notice that a child or young person needs some help with their well-being.

Students may alert their Form Tutor or any member of staff of a need for support with their own well-being

Students can also make use of Tootoot from home.

Friends and classmates may also alert staff it they have a concern.

Students may go directly to the Student Guidance Office to enquire about support or to access a listening ear.

Lunchtime staff are alert to any concerns related to eating.

Staff record and raise any concerns on CPOMS. Anxiety and Low Mood are categories here. This alerts their Head of Year, Assistant Headteacher and the Student Guidance Officer

9.   **Assessment, Intervention, Support and Monitoring**
The student Guidance Officer works closely with Heads of Year and the Assistant Headteacher to put in place the right support.

This is recorded on CPOMS.

Students are monitored and developments and concerns are discussed at Tutor Group Meetings which are led by Heads of Year and attended by the Student Guidance Officer

If there is a concern about a student's safety at school for example due to self-harm, suicidal thoughts, or a tendency to absent themselves, Specific Support Plans are drawn up. These are also drawn up where teachers need to be aware and tailor their interactions specifically to support a student's mental health.

Students may receive support from their Form Tutor, Head of Year or support sessions from a member of the Mental Health Team as appropriate.

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10.   Specialist Services

We work with several specialist services outside of the school

These include

REWT

MHST

SEATTS

CAMHS

Eating Disorder Service

Evolve and Adapt Mentoring Service

- SEATTS
- Educational Psychology Service
- Early Intervention

We also have access to the Wellbeing Hub which includes training and resources.

11.   Parents and Carers

We aim to provide parents and carers helpful advice:

by signposting them to relevant information e.g. The Young Minds Website, The Solihull Parenting Programme

We work with REWT and the MHST to provide webinars and other parent support.

We also have access to the Wellbeing Hub which includes resources for parents.

12.   Views for Students

We collect the views of students via surveys, progress reviews and review interviews as well as individual conversations.

13.   Supporting and Training Staff

The SMHL and ELSAs are trained and supervised by REWT.

The counsellors are CBT trained and work together to provide supervision for each other.

Staff have access to training routinely on mental health in staff meetings and INSET days.

Staff in the Mental Health Team are trained in Mental Health First Aid.