



Student Mental Health & Wellbeing

Policy Statement

Policy Review	
Review Schedule	2-yearly
Reviewed by:	Trust Board
Accepted by:	Local Governing Bodies
Date of Review:	April 2019
Date of Next Review:	January 2021

The Ridgeway Learning Partnership is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

Introduction

The aim of this policy is to support the students with their mental health and wellbeing so that they are able to know the differences between positive and negative mental health, recognise the signs of poor mental health, know where to seek help and understand the techniques of keeping a healthy mind.

Scope

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

Linked Policies - Medical, Attendance

For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

"Do not worry about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus." Philippians 4.6-7

Contents:

Policy Statement

Aims

Roles & Responsibilities

Contents/Procedures

Various Interventions across all schools

Access to Education

Staff Wellbeing

[Appendices](#)

Appendix A - Common Mental Ill Health

Appendix B - Risk Factors

Appendix C - Online sources of support

Policy Statement

'Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.'
(Mentalhealth.gov 2018)

Being mentally healthy is having the strength to overcome the difficulties and challenges we face during our lives, to have confidence and self esteem, to be able to make decisions and to believe in ourselves. Mental health is concerned with feeling positive about yourself, being able to cope with everyday pressures and being able to realise your own abilities.

The term mental ill health is used to refer to a group of conditions that affect a person's ability to think, interact with others and cope with the demands of everyday life. This can lead to significant changes in a person's thinking, feelings or behaviour. The term 'mental health' covers a wide range of conditions, from the worries and grief we all experience as part of everyday life to severe depression or completely losing touch with everyday reality.

Mental health can be seen as a spectrum or continuum, where mental health is at one end and mental ill health at the other.

In addition to promoting positive mental health for every student within the Trust, we aim to recognise and respond to mental ill health and promote a safe, supportive and stable environment for students, who will be treated with dignity and respect.

Aims

This policy aims to meet:

- **Universal needs** - the needs of all children and young people and opportunities to develop resilience
- **Additional needs** - the needs of those made vulnerable at some time by life experiences
- **Targeted needs** - the needs of those children and young people who need differentiated support and resources

- **Specialist needs** - those children and young people who are having specialist intervention by trained professionals.

Roles & Responsibilities

Lead members of staff with regards to Mental Health

Tring School

Assistant Headteacher in charge of Pastoral care and Deputy DSP

Assistant Headteacher and lead DSP

Assistant Headteacher, SENCO and Deputy DSP

Inclusion coordinator (emotional health and wellbeing)

Heads of House

Grove Road Primary School

Headteacher

Deputy Headteacher

Assistant Headteacher, Inclusion Lead - Mental Health Lead

Deputy Mental Health Lead, Mental Health First Aid trained

Lead members of staff will;

- Will oversee the help the school gives to pupils with mental health problems
- Help staff spot pupils who show signs of mental health problems
- Offer advice to staff about mental health
- Refer children to specialist services if they need to
- Lead regular updates about mental health

Contents/Procedures

1. Warning signs for decreasing mental health, a child might need help if they:

- Often feel anxious or worried
- Has very frequent expressions of anger or is intensely irritable much of the time
- Has frequent stomach aches, or headaches with no physical explanation
- Are in constant motion and can't sit still for any length of time
- Has trouble sleeping, may include having nightmares
- Loss of interest in things he /she used to enjoy
- Avoids spending time with friends
- Withdrawal
- Academically there is a decline
- Fears gaining weight, exercises, diets obsessively
- Has low or no energy, tired all the time
- Has spells of intense, inexhaustible activity
- Avoidance of specific situations
- Harms her /himself, such a cutting or burning skin
- Engages in risky destructive behaviour
- Harms self or others
- Smokes, drinks or drug use
- Has suicidal thoughts
- Thinks his /her mind is controlled or out of control, hears voices.

If staff have any concerns please liaise with key members of staff. Please note this list is not exhaustive.

Various Interventions across all schools
Access to Education

Appendices

Appendix A - Common Mental Ill Health

Appendix B - Risk Factors

Appendix C - Online sources of support

Various Interventions across the schools

Universal needs - the needs of all children and young people and opportunities to develop resilience

- Promotion of positive mental health for all students via a stable consistent structure at school offering opportunities for personal development (curricula and extra curricular), consistent use of rewards and sanctions and an environment where students feel safe and valued.
- A sense of belonging in our school and as part of our house system, with clear links to key staff and additional opportunities for responsibility, participation and teamwork.
- Support via lifeskills, tutor time and assemblies to promote wellbeing and mental health
- Character Passport (Tring School) to develop our 4 key skills: determination, communication, curiosity and independence. Rewards for active participation.
- Mental Health working group
- Clear links between the school, parents and the wider community
- School Chaplaincy available to all to listen
- Specific seating plans to make the learning environment more accessible
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Additional needs - the needs of those made vulnerable at some time by life experiences

- Clear lines of communication via home and school and a sense of working together to ensure a child's needs are met, this may be through
- Time out card /skip the queue card
- One to one support via key staff
- Counselling sessions at school
- Mentor / buddy support
- Conferencing

Targeted needs - the needs of those children and young people who need differentiated support and resources

- Time out cards
- Skip the queue card
- Student passport to alert staff members of students specific needs and how to support them
- Use of Inclusion room for additional support and quiet space to work as needed.

- Use of school counselling
- Action plans and review meetings with parents and students
- Therapeutic interventions
- Referrals for external support (DESC /Sam Lindars /ESME)
- Investigate needs and requirement for further support, e.g CAMHS referral

Specialist needs - those children and young people who are having specialist intervention by trained professionals. In addition to the above, here is a sample of support which students may also benefit from;

- CAMHS referral /assessment and support - school to follow advice and guidance from professions.
- More regular use of Inclusion with particular subjects as needed
- Intervention session timetabled in Inclusion
- Fortnightly action plans and review meetings with parents and students
- Use of DESC therapeutic services for one to one sessions
- Referrals for external support (DESC /Sam Lindars /ESMA)
- Reduced timetable (to be approved by County, parents and school)

Access to education

Reasonable adjustments will be made to educational provision by helping students access lessons where possible, where possible through scaffolds and adjustments when students can't access lessons and making applications to ESMA when a child has a medical diagnosis. At all times medical advice will be used to guide educational provision.

Staff wellbeing

Staff wellbeing is important and as such staff are supported via

- Structures of support through departments and line management
- Praise and recognition of staff
- Wellbeing advice
- Annual staff survey
- Access to a school counsellor
- Access to support services, Employee Assistance Programme