



Mental Health and Wellbeing Policy

Policy Author: Jane Sidwell

Policy Adopted by the Governing Body

19/05/2022

S Morris

Shelagh Morris

Vice-Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.



What is included in this policy

Introduction: Purpose and aims

Policy detail

Additional information to support the policy

Policy definitions

Policy Reviewer

Policy review schedule



Introduction: Purpose and aims

At Springwater School, we promote a caring, supportive environment in which each individual is valued and respected. We have high expectations and aspire for all to achieve their potential. Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

We recognise that the mental health of children and young people, school staff, parents/carers, and the wider school community will directly impact on all areas of development, learning, achievement and experiences. For this reason, the mental health and wellbeing of all members of the school community is a main priority.

Policy detail

Springwater School offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

The School Environment

Our mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies- for example, this policy should be read in conjunction with the PSHE/RSHE policy, Positive Behaviour Policy and Safeguarding Policy
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion (Jane Sidwell- Senior Mental Health Lead) with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

Our mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. Circle Time, play, highly-differentiated learning activities, individual timetables, etc.

The implementation of the policy for promoting positive mental health in schools:

- Will give schools a cohesive and coordinated approach to mental health



- Should underpin all policies and practices currently used in schools
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

Children and Young People

Our mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making and their voices heard day-to-day, but also through the School Council and pupil consultation events
- Have opportunities to celebrate academic and non-academic achievements through the Crystal System and Star of the Week assemblies
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

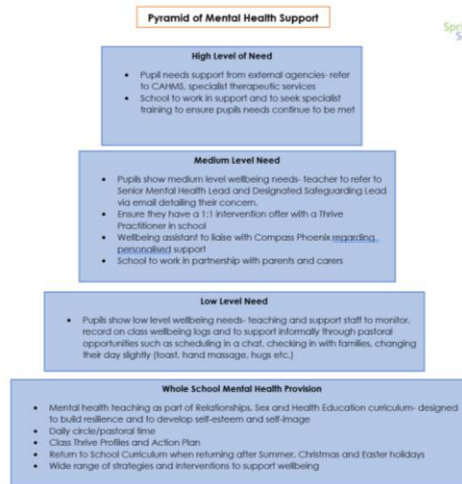
Springwater School's responsibilities in relation to mental health for pupils

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes preventing impairment of children's health or development, and acting to enable all children to have the best outcomes.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as: -

- **Prevention:** creating a safe and calm environment where mental health needs are prioritised, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions;

- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.



Schools are under a duty to use their ‘best endeavours’ to identify and support pupils with SEN meet their pupils’ special educational needs. As part of this duty, it is important that schools consider how best to use some of their SEN resources to provide support for pupils with mental health difficulties that amount to special educational needs. It is also important that all the needs of those pupils who attract pupil premium to the school, including mental health needs, are assessed and support is arranged accordingly.

To promote staff understanding of mental health and wellbeing, we aim to ensure that all staff have completed a Level 1 Mental Health Awareness Compass Phoenix certification. We have built on this foundation with a number of staff having completed Level 2/3 and 2 senior leaders have completed Level 4. All classroom staff have had the opportunity to have training in Team Teach, The Thrive Approach and Emotion Coaching and we have a number of staff undertaking professional development to become Emotion Coaching Mentors. As a school, we have achieved NYCC Attachment and Trauma Aware School Status.

The Senior Mental Health Lead is undertaking SMHL training, and is a Licensed Thrive Practitioner leading 1:1 sessions for identified students in Primary. We have a Wellbeing Assistant, who leads 1:1 sessions for identified students in Secondary and Sixth Form and liaises with their parents and carers.

We have a number of initiatives across school. All classes have group Thrive Action Plans to promote the development of mental health. Further, each term begins with a Return to School Curriculum (based on the success of the Recovery Curriculum during Coronavirus Lockdown)- this prioritises education around mental health and wellbeing, as well as providing a gentle return to school routines and expectations following extended times at home.

Pupil Wellbeing Strategies and Interventions at Springwater School 2021

Across school there are a range of strategies and initiatives which promote wellbeing embedded into day-to-day practice.

- **Level 3 Mental Health trained staff** able to deliver basic Cognitive Behavioural Therapy and Motivational Interviewing, as therapeutic interventions
- Close links with **Compass Buzz**- trained staff able to make referrals for individual students with specific support needs
- All staff are trained to **Level 1 in Mental Health Awareness**
- **Emotion Coaching**- all teachers and teaching assistants have received training on how to use emotion coaching as a teaching and learning opportunity and an intervention- developing some staff to be Emotion Coaching Mentors and seeking opportunity to become an Emotion Coaching organisation
- **Positive Behaviour Support Plans**- students who require support have individualised plans to promote positive behaviour management
- **Team Teach**- de-escalation strategies
- **Circle time**- focusing on feelings and emotions as part of daily routines.
- Use of the sensory light and sound room as a **relaxation intervention**
- Use of the interaction zone as a **sensory and emotional regulation opportunity**
- Use of the hydrotherapy pool a **therapeutic intervention**
- **Educational visits** frequently offered as part of an **enrichment curriculum** and to enable students to enjoy the benefits of making a **positive contribution** to their local community
- **Movement Programmes**
- **Lego therapy** (where appropriate)
- **Mental health education**, including mindfulness, sleep hygiene and emotional regulation, as part of Health Education curriculum and through national awareness raising campaign days.
- **Weekly achievement celebration assemblies**, designed to generate self-esteem, self-worth and for pupils to celebrate themselves and one another
- **Crystal reward system**- Character Education which includes an opportunity to gain both individual and collective awards and recognition
- **Student council**- enabling pupil voice to have a significant impact to decisions across school
- **Sixth Form student forum**
- **Student wellbeing champions** to be assigned
- **LGBTQIA+ Antbullying training for staff and some students**
- **Rebound Therapy**
- **Forest/Nature School sessions** focused on developing a connection with nature, self-esteem and resilience

- **Sensory Cooking opportunities**- learning to make and eat healthy meals
- **Dance Teacher and Sporting Events SPSS (pre-pandemic)**
- The development of **Thrive** as a whole school approach
- Recognition and maintenance of the **School of Sanctuary** status- particularly in reference to Protected Characteristics.
- **Recovery Curriculum/ 'Return to school' curriculum**
- **Sensory Circuits** on the playground each morning to help students to physically and emotionally regulate.
- **Development of staff knowledge and understanding** through training in Emotion Coaching, Thrive and Psychological First Aid training.

| Primary | Secondary | Sixth Form |
|--|----------------------------------|---|
| EYFS opportunities to transition over time | Residential | Residential |
| Riding at RDA | Riding at RDA | Developing maths and literacy in the community |
| Development Movement Play | Development Movement Play | Flexible Personalised Timetables |
| Educational Visit opportunities | Whole Department Trips | Break out Space |
| Whole Department Trips | MATP days | Travel Training |
| Attention Autism | Flexible Personalised Timetables | Developing Independence Pathway |
| Flexible Timetables | SPARK Movement breaks | Work Experience |
| | Break out space | |
| | Attention Autism | |
| | Live Music Now | Personal Progress ASDANS: Looking After Yourself, Getting on with Other People, Caring for the Environment Healthy Living, Developing Interpersonal Skills, Community Participation, Developing Independent Living Skills: Keeping Safe, Developing Independent Living Skills: Being Healthy, Developing Community Participation: Getting Out and About, Developing Independent Living Skills: Having Your Say, Developing Independent Living Skills: Personal Presentation, Developing Self-Awareness: All About Me. |



Staff

Our mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting, reasonable adjustments made
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD, both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

At Springwater School, we have a large Wellbeing Team comprised of a Senior Leader (Melissa Sparks- Staff Wellbeing Lead), a named governor (Shelagh Morris), Senior Mental Health Lead (Jane Sidwell) and staff from each department with various roles. The aim and purpose of this group is to promote and ensure wellbeing across the school community.

We share a staff survey each term to ascertain staff knowledge and understanding of the processes in place to support them, as well as to provide an opportunity to share their views.

We have a number of trained Mental Health First Aiders in school: Heather Newton- Personnel Manager, Beth Wollerton- Advanced Teaching Assistant, Melissa Sparks- Head of Secondary, Sarah Edwards- Head Teacher and Jane Sidwell- Class Teacher. These trained colleagues are able to support and signpost colleagues, who would like to talk about their personal mental health concerns. This team of people know and share information about Health Assured- which is an Employee Assistant Programme for NYCC Employees.

A staff meeting a term is designated for staff wellbeing- this could be training or a social opportunity

Parents, Carers and Families

Our mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately



Parents and carers are communicated with on a daily basis through home/school books. Class teachers liaise with parents and carers frequently about pastoral issues, via telephone and email communications. The EHCP process includes discussion and target setting around children's Social, Emotional and Mental Health Needs.

This policy promotes positive mental health. It is a working document was initially developed in consultation with the whole school community.

Additional information to support the policy

Supporting documents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

This policy should be read in conjunction with the school's behaviour policy.

Policy definitions

- | | |
|---------------------|---|
| Springwater, We, Us | - Refers to Springwater School staff; the policy author |
| Colleague(s) | - Refers to colleagues directly in the employ of Springwater School |

Policy Lead: Jane Sidwell: Senior Mental Health Lead

Policy Reviewer: Sarah Edwards (Head Teacher)

Policy review schedule



| | |
|-------------------------|------------|
| Review Schedule (years) | 2 |
| Next Review Date | 01/05/2024 |