



HALSTEAD ST ANDREW'S  
SCHOOL

## MENTAL HEALTH AND WELLBEING POLICY

Compiled by: J Spooner	Policy version date: September 2023
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Here at Halstead St Andrew's we recognise that in order to fulfil our aims and promote a positive ethos in school, all children need the foundations of positive mental health to be able to shine both academically, personally and socially. In order to help pupils succeed, we have a role to play in supporting them to be resilient and mentally healthy (Carter Review 2015).

When mental health problems are identified, there are clear guidelines and systems in place, which include regular reviews and access to support services, as required.

Mental Health is how we feel, how we think and how we behave. Mental Health problems affect pupils' capacity to learn and therefore promotion of greater awareness and understanding for children and young people, is everyone's business.

It is about:

- Being able to form and maintain relationships with others.
- Being adaptable to change (transition and life events, as well as other people's expectations).
- Being able to have fun.
- Being open to learning.
- Being able to develop a sense of right and wrong.
- Being able to develop the resilience to manage ordinary setbacks and challenges, to resolve problems effectively and to know when to seek support.
- Showing respect for others and being able to empathise with others.

**All children** and young people need to:

- Be able to connect with others by participating in groups and teams.
- Know they are capable and able to achieve.
- Know that they count in their world and can contribute to their community.
- Know they have courage and can manage risks appropriately; everyone experiences life challenges that can make us vulnerable.
- Develop a repertoire of social problem solving skills.
- Develop emotional regulation skills.

At times anyone may need additional support to maintain or develop good mental health. The mental health of children and young people, adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. Whole school based mental health promotion programmes result in a broad range of improved outcomes, including improved wellbeing and reduced health risk behaviours.

All adults have the right to work in an environment that supports and promotes positive mental health for everybody. Halstead St Andrew's recognises these needs and rights. We are committed to raising awareness, increasing understanding and ensuring that we can and do make a difference by providing an environment where all people feel safe, secure and able to achieve and experience success and wellbeing. A distinctive feature and strength of our school is the positive, caring and supportive atmosphere we have created.

A consistent approach from our dedicated staff means that our school environment and school ethos all promote the mental health of the whole school community.

At Halstead St Andrew's School there is a mentally healthy environment where children:

- With mental health problems are picked up as early as possible in order to offer the most effective early intervention support.
- Have opportunities to participate in activities that encourage belonging (e.g. School and House Assemblies, Circle Time, play, sport, extra-curricular activities, Music, Drama, etc.).
- Have opportunities to participate in decision making (e.g. School Council, Form Captains, House leadership positions, Year 8 Mentors, buddying, etc.).
- Have opportunities to celebrate academic and non-academic achievements (e.g. 'Star of the Week in Pre-Prep, French Awards, Sport awards, Music awards, Effort Awards, Special announcements in House Assemblies, Merit Awards, Star Badges, Weekly Newsletter).
- Have their unique talents and abilities identified and developed (e.g. 'Show and Tell', presentations, extra-curricular clubs, peer mentoring, Year 8 Mentors etc.).
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others (e.g. residential, school trips, sorting themselves and their equipment for sports matches etc.).
- Have opportunities to reflect (e.g. Circle Time, Discussions in PSHCE lessons, discussions during Form Period).
- Have access to appropriate support that meets their needs (e.g. Teacher and TA support in class, Support Groups within the lesson or with support teachers, ELSA, Mental Health First Aiders - Jackie Wheeler, Kathy Logie, Jayne Chance, Jonathan Spooner, Nick Tickell, Daphne Hallett, Tracey Bowler - and external agencies where appropriate).
- Have a right to an environment that is safe, clean, attractive and well cared for.
- Children are surrounded by adults who model positive and appropriate behaviours and interactions at all times.
- Are offered consistent approaches to classroom management.

Children who are not responding to the school's usual system for supporting children who have mental health needs, will raise as concerns at the weekly staff meetings. Children will be monitored more closely by the teachers who will in turn report to the Deputy Head (pastoral), the head of PSHCE and the Head of Learning Support (as appropriate), in the first instance. The school has a retained School Counsellor (Dr Lucy Taylor) who offers consultation sessions to the school's Designated Safeguarding Lead (DSL).

At Halstead St Andrew's School there is a mentally healthy environment where **all staff**:

- Have their individual needs recognised and responded to in a holistic way.
- Have a range of systems in place to support mental well-being (e.g. performance management, briefings, training, support to improve themselves in a professional capacity).
- Feel valued and have opportunities in the decision making process (regular staff meetings to discuss pupils, opportunities to discuss issues with the Head and/or the Senior Leadership Team).
- Success is recognised and celebrated.
- Have access to clear systems and processes to identify, support and refer children with possible mental health problems.
- Are provided with opportunities for CPD (to enhance the overall standards and to enrich both themselves and the school environment); in particular, to follow relevant teacher standards. To have a secure understanding of normal childhood development and when to be concerned.
- Can access support and guidance at times of emotional need in both the short and the long term (First Assist Employee Assistance Programme).

At Halstead St Andrew's School there is a mentally healthy environment where **parents and carers**:

- Are recognised for their significant contribution to children and young people's mental health.
- Are able to discuss concerns with staff members when necessary.
- Are included and work in partnership with the school and specialists and/or agencies.
- Are provided with opportunities to ask for help when needed and signposted to appropriate agencies for support.
- Are clear about their role, expectations and responsibilities in working in partnership with schools (e.g. Regular Information Sharing coffee mornings, Parents' Evenings, contact through the diary or email, communication with teachers to discuss any concerns).
- Opinions are sought, valued and responded to (e.g. Questionnaires, SLT on duty at pick-up time after school each day, sharing of policies etc.).

At Halstead St Andrew's we pride ourselves on the opportunities we provide to promote positive mental health for everybody, adults and children alike. Opportunities that arise from both within the curriculum and beyond, as part of our PSHCE , Drama, Creative Curriculum, Class Circle-Times, Children's Mental Health Week, Assemblies, Year 8 Mentors and the School Council, all support our drive to raise awareness of Social, Emotional and Mental well-being. Our range of after school extra-curricular clubs, as well as our Behaviour and Anti-Bullying Policy all support and have a positive impact on the mental well-being of our children. These activities strengthen relationships within the nurturing environment of our school and they serve to provide different ways of working; these experiences often also relate to the wider community. We place a high emphasis on the importance of physical activity and exercise in promoting mental health. Alongside a full and enriching PE curriculum and games programme, we also promote daily movement between lessons and activities, and active playtimes. We emphasise the importance of a healthy body and a healthy mind. This has a positive impact on all our children and contributes to raising self-esteem, connecting and communicating with others.

Jonathan Spooner is our Senior Mental Health lead. As part of his role he monitors the mental health of the staff by running an annual well-being staff survey. He also supervises the use of PASS for older pupils, to assess their well-being.

The implementation of this policy for promoting mental health should:

- Underpin all policies and practices.
- Strengthen and promote resilience throughout the whole school community and empower everyone to face life's challenges; as well as having access to appropriate support as required.
- Raise awareness as to how the whole school community can look after their own mental health and that of others.
- Provide our children with the foundations for lifelong learning.

Other useful policies linked to this one:

Behaviour Policy  
Equality Policy  
Anti-Bullying Policy  
SEND Policy

This policy is a working document and will be reviewed annually.