

Mental Health & Wellbeing Policy

Name of Unit/Premises/Centre/School	The Toynbee School
Date of Policy Issue/Review	Autumn 2022 / Autumn 2023
Name of Responsible Manager/Headteacher	Deputy Headteacher
Governors' Sub-Committee	Welfare & Guidance

1.0 Ethos and Policy Statement:

1.1 At Toynbee School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for all pupils and staff affected both directly, and indirectly by mental ill health.

Mental Health is 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 make a contribution to her or his community. (World Health Organization)

2.0 Principles:

2.1 This policy describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our Child Protection and Safeguarding Policies (where a pupil is at risk of harm), the First Aid Policy (in cases where a pupil's mental health overlaps or is linked to a medical issue) and the SEN Policy (where a student has an identified special educational need). In addition, this policy should be read alongside the document "Wellbeing Mapping at Toynbee" which outlines the school's provisions for promoting positive mental health, whilst also supporting pupils and staff who are affected by mental health issues.

2.2 Though this policy Toynbee aims to:

- 2.2.1 Promote positive mental health and the wellbeing of the whole school population
- 2.2.2 Equip pupils to be resilient so they can manage the normal stresses of life effectively
- 2.2.3 Increase understanding and awareness of common mental health issues
- 2.2.4 Provide support to all pupils suffering mental ill health and their peers and parents/carers
- 2.2.5 Provide support to all staff suffering mental ill health
- 2.2.6 Provide support to staff working with pupils with mental ill health
- 2.2.7 Support and train staff to recognise emerging issues as early and accurately as possible
- 2.2.8 Help and signpost pupils and staff to access evidence based early support and interventions
- 2.2.9 Work effectively with external agencies to provide swift access or referral to specialist support

3.0 Lead members of staff:

3.1 All staff have a responsibility to promote the mental health of pupils. The staff with a specific and relevant remit are:

- 3.1.1 Mr Lawrence – Designated Safeguarding Lead
- 3.1.2 Mr Longden – Deputy Designated Safeguarding Lead

- 3.1.3 Safeguarding team – Mr Kerwood, Mrs Kerwood, Mrs Taylor, Mrs Hill
- 3.1.4 Guidance Managers – Pupil welfare and support
- 3.1.5 Mrs Hill – Mental health lead and SENCO
- 3.1.6 Mrs Woodall – Welfare officer

3.2 Any member of staff who is concerned about the mental health or wellbeing of a pupil should follow the guidance in the “Wellbeing Mapping at Toynbee” documents. If there is a fear that the pupil is in danger of immediate harm then the normal child protection and safeguarding procedures should be followed by making an immediate referral to the Designated Safeguarding Lead. If the pupil presents with a medical emergency then the normal procedures for a medical emergency should be followed, including altering the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHs is appropriate this will be led and managed by the SENCO and GMs.

4.0 **Partnership with parents and carers:**

4.1 Toynbee school recognises that parents have a unique overview of the child’s needs and how to best support them, and that this gives them a key role in the partnership. In order to support parents, we will:

- 4.1.1 Highlight sources of information and support about common mental health issues on our school website and newsletters
- 4.1.2 Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- 4.1.3 Make our Mental Health and Wellbeing Policy and Mapping Wellbeing at Toynbee documents easily accessible to parents via the website
- 4.1.4 Share ideas about how parents can support positive mental health in their children through our regular information evenings
- 4.1.5 Keep parents informed about the mental health and wellbeing topics their children are learning about and share ideas for extending and exploring this learning at home

5.0 **Warning signs:**

5.1 School staff or parents may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with the relevant people as per the guidance in the “Mapping Wellbeing at Toynbee” document. Possible warning signs include:

- 5.1.1 Physical signs of harm that are repeated or appear non-accidental
- 5.1.2 Changes in eating/sleeping habits
- 5.1.3 Increased isolation from friends or family, becoming socially withdrawn
- 5.1.4 Changes in activity and mood
- 5.1.5 Lowering of academic achievement
- 5.1.6 Talking or joking about self-harm or suicide
- 5.1.7 Abusing drugs or alcohol
- 5.1.8 Expressing feelings of failure, uselessness or loss of hope
- 5.1.9 Changes in clothing – e.g. long sleeves in warm weather
- 5.1.10 Secretive behaviour
- 5.1.11 Skipping PE or getting changed secretly
- 5.1.12 Lateness to or absence from school
- 5.1.13 Repeated physical pain or nausea with no evident cause

6.0 **Monitoring and governance:**

6.1 The governing body’s responsibilities within this Mental Health and Wellbeing policy are:

- 6.1.1 Being fully involved in developing, monitoring and subsequently reviewing the Mental Health and Wellbeing Policy
- 6.1.2 To monitor mental health provision in school
- 6.1.3 The W&G governors to visit annually
- 6.1.4 Wear the correct school uniform and act as ambassadors for themselves and the school.

- 6.2 This will be delivered through the presentation and analysis of:
- 6.2.1 Annual monitoring of procedures and practices by W&G committee
 - 6.2.2 Wellbeing Mapping at Toynbee document
 - 6.2.3 School self-evaluation
 - 6.2.4 The school development plan