



All Saints National Academy

PUPIL MENTAL HEALTH AND WELL-BEING POLICY

Policy Review

This policy will be reviewed in full by the Local Academy Committee on an annual basis.

The policy was last reviewed and agreed by the Local Academy Committee on 28/9/22

It is due for review on 28/9/23 (up to 12 months from the above date).

Signature Date

Principal

Signature Date

Chair of Local Academy Committee

1. POLICY INTRODUCTION

At All Saints National Academy we endeavour to help everyone achieve their potential. By listening to each other, thinking about what we do, checking our outcomes and always striving to improve we will ensure that everyone can be safe, happy and successful.

2. AIMS

Within our Academy, we aim to promote positive mental health and wellbeing for our whole Academy community (pupils, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people move up and down the mental health continuum during their Academy journey. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children"¹ (Mental Health and Behaviour in School, 2018). Schools can be a place for all pupils 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. Our academy is also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

3. ROLE OF THE ACADEMY

The role of the Academy is to ensure that pupils are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that pupils 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.

We aim to help develop the protective factors which build resilience to mental health difficulties and to be an academy where:

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly about their problems without feeling stigma or discrimination.
- Positive mental health is promoted and valued
- Bullying is not tolerated.

4. DEFINITION OF MENTAL HEALTH

Mental health and wellbeing is defined as “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.” Mental health and wellbeing is not just the absence of mental health problems.

We want all our pupils 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.
- learn and achieve.

Under the Equality Act 2013 a child or young person with a mental health illness is described as having a mental impairment and therefore a disability.

A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Equality Act requires early year’s providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, so that disabled children and young people are not disadvantaged

. This duty is known as ‘anticipatory’

5. APPROACH TO POSITIVE MENTAL HEALTH

Our academy has a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health (see appendix 1). Some pupils will require additional help and staff who are trained through the Youth MHFA and THRIVE training will 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 appropriate support. We recognise that many behaviours and emotional problems can be supported within the academy environment, or with advice from external professionals. Some pupils will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

We will make reasonable adjustments for children experiencing emotional distress and mental health difficulties to support recovery in line with legislation.

6. OUR ACADEMY AIM

ASNA will designate a member of the senior leadership team to be responsible for overseeing, coordinating and championing mental health and wellbeing education and provision. The designated mental health lead for the academy is James Dean.

We will ensure that we have two members of staff have access to Youth MHFA training and take responsibility in promoting positive wellbeing and identifying and supporting pupils experiencing mental health difficulties.

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health professionals and organisations that provide support to students with mental health needs and their families.

We will ensure pupils are taught about positive mental wellbeing. This will cover knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and be less affected by the stigma of mental health difficulties.

ASNA will:

- Provide a safe environment to enable pupils to express themselves and be listened to.
- Ensure the welfare and safety of all pupils
- Identify appropriate support for pupils based on their needs.
- Involve parents and carers when their child needs support.
- Involve pupils in the care and support they have, ensuring the voice/views of the young person is always taken into account.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Staff are aware that mental health needs, such as anxiety, might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

Academy staff and the mental health lead will work alongside the SENCo to support identification and the assessment for a pupil to ascertain if they should be identified as 'SEND Support' under the category of Social, Emotional, Mental Health (SEMH) as part of the SEND Code of Practice. If a pupil has received intensive and/or specialised external mental health professional support, the academy has a duty of care to support pupils and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate

successfully back to Academy. We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected, therefore appropriate support will be provided. We also recognise the importance of support for parents/carers caring for a young person with a mental health difficulty. We operate an open-door policy and will ensure regular communication between home and school. If there is a concern that a pupil is in danger of immediate harm, then the Academy's safeguarding procedures are followed. If there is a medical emergency, then the Academy's procedures for medical emergencies are followed.

7. RESPONSIBILITIES

The Executive Principal is responsible for ensuring a member of the senior leadership team is the designated mental health lead within their academy.

The Mental Health Lead is responsible for overseeing, coordinating and championing mental health and wellbeing education and provision. All staff are responsible for promoting positive wellbeing and identifying and supporting pupils experiencing mental health difficulties.