



Hope Academy

A joint Catholic & Church of England Academy

Mental Health and Wellbeing Policy



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Statement of Intent – Why Mental Health and Wellbeing is important to us:

At Hope Academy, we aim to promote positive mental health and wellbeing for our whole school community and recognise how important mental health and emotional wellbeing is to our lives. We acknowledge and understand that children's mental health is a crucial factor in their overall emotional wellbeing and can affect their learning and achievement at school. Our personal mental health and emotional wellbeing is a universal, significant and powerful feature of who we are as human beings - it is an indicator of social, emotional and physical wellness. Young people's happiness, life satisfaction and positive functioning are influenced by mental health and emotional wellbeing. Good mental health and emotional wellbeing allows individuals to learn, grow and develop as individuals – it is an integral and essential aspect of human life to ensure that young people can make the most of their unique potential, flourish and show resilience when they face any challenges in life.

The Department for Education (DfE) recognises that, 'in order to help their children to succeed; schools have a role to play in supporting them to be resilient and mentally healthy.' Schools can create a nurturing and supportive environment for young people to ensure that they reach their full potential; develop their self-esteem; overcome adversity and build their resilience.

Our role, in school, is to encourage positive mental health and emotional wellbeing and ensure that our children are equipped with the necessary skills to manage their feelings, emotions and any experiences that they may face in life. Furthermore, our aim is to help develop protective factors, and build resilience, in a school where:

- All children are valued
- All children have a sense of belonging and feel safe
- All children feel able to talk openly, to a trusted adult, about their mental health and emotional wellbeing
- All children feel that positive mental health and emotional wellbeing is promoted and valued

At Hope Academy, we are passionate about making a difference to the lives of young people. We believe in working together, as a community, team and family. We act with determination. Whatever issues our students, their families, the school, our team or the community face, we always support each other, react compassionately and pull together. Finally, we are committed to actively making a real difference to young people's lives. Our moral purpose is reflected in our school's curriculum intent, mission statement and core values of Respect, Courage and Ambition.

Purpose of the Policy:

The policy sets out:

- How we promote positive mental health and emotional wellbeing
- How we identify and support young people with mental health and emotional wellbeing needs
- How we train and support all staff to understand about positive mental health and emotional wellbeing
- Where parents/carers, staff and students can get further advice and support

Definition of Mental Health and Wellbeing:

The World Health Organisation (WHO) define mental health and emotional wellbeing as:

‘A state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.’

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.’

Mental health and emotional wellbeing is not just the absence of mental illness but it is a broader indication of social, emotional and physical wellness. We strive for all young people to:

- Prioritise their happiness, life satisfaction and positive functioning
- Respond to any challenges set and build their resilience
- Recognise that mental health and emotional wellbeing can change
- Feel confident in themselves and express a range of emotions appropriately
- Make and maintain positive and healthy relationships with others
- Recognise the strategies that can be used to deal with any changes to mental health or emotional wellbeing
- Make the most of their potential and play an integral part of the school and wider community

How the Policy was developed:

The development of this policy was led by our Senior Mental Health Lead in conjunction with the Senior Leadership Team and staff members.

In developing the policy, we have taken into account the following research:

- ‘Promoting Young People’s Mental Health and Wellbeing’ – Public Health England
- ‘The Education Staff Wellbeing Charter’ – Department of Education
- ‘Education, Education, Mental Health’ – IPPR
- <https://www.mentalhealth.org.uk/your-mental-health/about-mental-health/what-mental-health> - Mental Health Foundation
- <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response> - World Health Organisation
- <https://www.mindsahead.org.uk/mental-health-in-schools-belonging-is-essential-for-wellbeing/> - Minds Ahead
- <https://www.mindsahead.org.uk/mental-health-facts-in-the-uk-mental-health-is-created-in-communities/> - Minds Ahead
- <https://www.barnardos.org.uk/what-we-do/helping-families/mental-health> - Barnardo’s
- <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/> - NSPCC

A Whole School Approach to promoting positive Mental Health and

Emotional Wellbeing:

At Hope Academy, we adopt a whole school approach to promoting positive mental health and emotional wellbeing that aims to help young people become more resilient, happy and successful. We aim to:

- Have an ethos that supports positive mental health and emotional wellbeing
- Help young people develop positive social relationships; support each other and seek help when they require it
- Help young people develop resilience
- Teach young people about social and emotional skills and raise awareness of positive mental health and emotional wellbeing
- Identify young people who have mental health needs and plan to support their needs – including working with specialist services
- Work effectively with parents and carers
- Support staff and develop their skills and knowledge of mental health and emotional wellbeing

We also recognise the role that stigma can play in preventing understanding and awareness of mental health and emotional wellbeing issues. Therefore, we aim to create an open and positive culture which encourages discussion and a greater understanding of stigma surrounding mental health and emotional wellbeing.

Staff Roles and Responsibilities:

We believe that all staff have a responsibility to promote positive mental health and emotional wellbeing and also understand about the risk factors and protective factors surrounding mental health. Some young people will require additional help and all staff should have the skills to look out for any early warning signs of mental health and emotional wellbeing problems to ensure that young people receive the early intervention that may be required to support them.

All staff understand about possible risk factors that might impact upon the mental health and emotional wellbeing of students e.g. death and loss; family breakdown; having a parent who has a mental health problem; physical long-term illness; loss of friendships and bullying. All staff are also aware of the factors that can protect students from adversity e.g. improving self-esteem; developing communication skills and problem-solving skills; a sense of worth and belongs; emotional literacy and having a trusted adult.

We recognise that many behaviours and emotional problems can be supported within the school environment or with advice from external professionals. Some young people will need specific and targeted support at times and there are a range of mental health professionals and organisations that provide support to young people and their families with mental health and emotional wellbeing needs.

Sources of relevant support include:

- The Senior Leadership Team
- The Safeguarding Officers
- Year group pastoral support through the Head of Year and Pastoral Manager
- House system support through the Head of House
- The School Chaplain

- The EHAT Co-ordinator
- The SENDCO and Learning Support Team
- The School Nurse
- The School Counsellor
- Barnardo's Resilience
- External Agencies
- CAMHS
- Educational Psychologist

Supporting Children's Positive Mental Health and Emotional Wellbeing:

At Hope Academy, we have a key role in promoting positive mental health and emotional wellbeing to prevent mental health problems that may arise. We have developed a range of strategies and approaches to encourage positive mental health and emotional wellbeing which include:

- Campaigns and Collective Worship which raises awareness of mental health and emotional wellbeing
- Using Inspire Time as a vehicle for discussion around topics that cover mental health and emotional wellbeing
- Coaching and mentoring programmes to form strong social and emotional relationships with others
- A successful Transition Programme which welcomes and nurtures our new students into the Hope family
- Events and competitions through the House System which celebrate and reward students positively
- Extra-curricular activities which promote positive mental health and emotional wellbeing
- Displays and information around the Academy which provides important and positive mental health and emotional wellbeing messages about where to go for help and support
- Barnardo's Resilience Training, NHS, Listening Ear and School Counselling Services
- Teaching about positive mental health and emotional wellbeing through the curriculum

Mental Health and Emotional Wellbeing Across the Curriculum:

Through our Personal Development Inspire Programme, mental health and wellbeing is incorporated into bespoke lessons which centralise and focus on this topic. Students have the opportunity to discuss mental health and wellbeing with their Inspire Tutors and engage with relevant online resources that can support their personal development e.g. Kooth and Barnardo's. Furthermore, across the wider curriculum, subject leaders have planned for opportunities to discuss mental health and wellbeing throughout their lessons, at different stages, where it is appropriate to do so. Subject curriculum leaders have indicated in departmental audits, and their long and medium term plans, where they have carefully planned discussions surrounding mental health and wellbeing.

Assessment, Intervention and Support for Thriving Mental Health & Emotional Wellbeing:

<p>GETTING ADVICE GETTING HELP</p>	<ul style="list-style-type: none"> • General support from classroom teachers • Teaching Assistant support • Inspire Tutor • Student Services • Pastoral Manager • Head of Department
<p>GETTING MORE HELP</p>	<ul style="list-style-type: none"> • Head of House • Head of Year • SLT Link • SENDCO • EHAT • Targeted Pastoral Support • 1-1 Coaching • Therapy Sessions • Intervention Groups • School Nurse • Chaplain support
<p>GETTING RISK SUPPORT</p>	<ul style="list-style-type: none"> • CAMHS Assessment • Counselling • Social Worker • External Agency Support e.g. TAZ or YPDAAT • SEND Referral • Individual Care Plan • Barnardo's Resilience Referral • Educational Psychologist • School Nurse

Working with Specialist Services:

Sometimes, a student's mental health need may require support from specialist services. These needs may include: anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and school referrals can be made by designated staff members e.g. Senior Mental Health Lead, Assistant Principal or SENCO. Referrals will only go ahead with the consent of the child and parent/carer and when it is the most appropriate support the child's specific needs.

Working with Parents and Carers:

We recognise the important role that parents and carers have in promoting and supporting the mental health and emotional wellbeing of their children. We ask parents/carers to inform us of any mental health needs that their child may have and any issues that they think might have an impact on their child's mental health and emotional wellbeing.

To support parents and carers:

- We organise a wide range of extra-curricular activities for our students to support their mental health and emotional wellbeing
- We provide information to our students about mental health and emotional wellbeing through our Inspire Programme
- We have opportunities within our Inspire curriculum and all subject curriculums to discuss mental health and emotional wellbeing
- We embed SMSC, PSHE and RSE into our lessons and curriculum

Clear communication with parents and carers is vital. We will always inform parents/carers if their child is at risk of danger and aim to support parents/carers in a sensitive and compassionate way.

Working with Students:

Through our House System and leadership opportunities, we have a strong Student Voice which allows our students to express their ideas and thoughts on different topics. We are continually seeking our students' views on our approach, curriculum, awareness and promotion of whole school mental health and emotional wellbeing activities. We are keen to seek feedback from our students and ensure that they have an integral part in improving the support that they receive.

Supporting and Training Staff:

We want all staff to be confident in their knowledge of mental health and emotional wellbeing and be able to promote positive mental health and emotional wellbeing. It is also important that our staff members can identify any mental health needs in children and know who to report it to and where to get relevant help.

Furthermore, supporting and promoting the mental health and emotional wellbeing of our staff is an essential component of a healthy school and we promote many opportunities to maintain a healthy work/life balance. We fully support 'The Education Staff Wellbeing Charter' produced by the Department for Education in November 2021.

Monitoring and Evaluation:

The mental health and emotional wellbeing policy is on the school website and can be accessed by staff, parents and carers. The policy is monitored and reviewed by the Mental Health Lead.

For support on specific mental health needs:

- Anxiety UK www.anxietyuk.org.uk
- OCD UK www.ocduk.org
- Mind (Depression) www.mind.org.uk/information-support/types-of-mental-health-problems/depression/about-depression
- Eating Disorders www.b-eat.co.uk
- National Self-Harm Network www.nshn.co.uk and www.selfharm.co.uk
- Suicidal thoughts Prevention of Young Suicide UK POPYRUS: www.papyrus-uk.org

For general information and support:

- www.youngminds.org.uk - champions young people's mental health and wellbeing

- www.mind.org.uk - advice and support on mental health problems
- www.minded.org.uk - (e-learning)
- www.time-to-change.org.uk - tackles the stigma of mental health
- www.rethink.org - challenges attitudes towards mental health
- www.mentalhealth.org.uk/ - general mental health advice
- www.nspcc.org.uk/ - charity for children with general advice
- www.barnardos.org.uk/ - charity for children with general advice
- www.mindsahead.org.uk/ - mental health in schools
- www.childrensmentalhealthweek.org.uk/ - focused on mental health in children