



George Fentham Endowed School
Hampton in Arden

GFES Children's Mental Health and Well-being Policy

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

Positive Mental Health and Emotional Well-being is central to how we think, feel, and relate to ourselves and others and to how we interpret the world around us. It affects our capacity to manage, communicate, and form and sustain relationships as well as our ability to cope with change and major life events. The Department for Education (DfE) has recognised that: "In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

At George Fentham Endowed School, we work towards positive Mental Health and Well-being in the whole of our school community, for adults as well as children. We pursue this aim using both whole-school approaches and more specialised and targeted approaches, aimed at vulnerable pupils.

We endeavour to promote positive mental health and also aim to recognise and respond to mental ill health. By developing and implementing practical and effective mental health policies and procedures, we can promote a safe and secure environment for pupils affected both directly, and indirectly, by mental ill health.

Scope:

This policy is linked to our SEND policy where a pupil has an identified special educational need and also links to the school's policies on Behaviour, PSHE, Child Protection and Safeguarding.

The Policy Aims to:

- Promote positive mental health and well-being in all staff and pupils.
- Nurture understanding and awareness of common mental and emotional well-being issues.
- Alert staff to early warning signs.
- Provide support to staff, pupils, and their families.

Lead Members of Staff

All members of staff at George Fentham Endowed School have a responsibility to promote the emotional and mental health of pupils. However, the following staff have specific remits:

- Julie Gaughan - Head Teacher.
- Rebecca Morris - PSHE and SEND Lead.
- Alison Edmeades and Simon Bass - Designated Safeguarding Leads (DSL)
- Karen Chamberlain – Mental Health and Wellbeing Lead.
- Julie Gaughan and Karen Chamberlain - Mental Health First Aiders for children
- Mary Charlton – Mental Health and Wellbeing Governor.





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Any member of staff who is concerned about the mental health or well-being of a pupil should speak to the mental health lead or the designated safeguarding leads. If any member of staff feels that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead.

If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to SOLAR is appropriate, this will be led and managed by Rebecca Morris and Alison Edmeades.

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or well-being issues. These warning signs should **always** be taken seriously and any member of staff observing any of these warning signs should communicate their concerns to the Designated Safeguarding Lead.

Possible warning signs include: (this is not an exhaustive list)

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure or loss of hope.
- Changes in clothing – for example, wearing long sleeves in warm weather.
- Secretive behaviour.
- Noticeable changes in appearance/behaviour/attitude.
- Missing PE lessons or getting changed secretly.
- Lateness to or absence from school.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Curricular and Extra-curricular Support

We aim to work holistically and to support the mental health and well-being of all our pupils through:

- A strong school ethos which engenders compassion, tolerance and respect, including respect for difference and diversity.
- A well-embedded anti-bullying procedure and policy, reinforced through assemblies and events such as Anti-Bullying Week.
- Establishing clear expectations about behaviour, applied consistently across the school.
- Nurturing positive, caring and constructive relationships.
- Encouraging and modelling active listening across the school.
- Working to embody and live our Christian values.
- Recognising the background of individual pupils and their physical, social and emotional needs.





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- Consistent support for vulnerable children and those with SEND from all staff in the school and other agencies and specialists, where appropriate.
- A balanced and broad curriculum with opportunities for intellectual, physical, cultural, spiritual and creative development.
- Using a range of teaching styles and well-being approaches, such as mindfulness, appropriate to pupils' age, ability and level of maturity.
- Using Jigsaw materials to raise self-esteem and confidence levels.
- Opportunities for pupil leadership and for representation through School Council, Eco-Council and Online Safety Council.
- An emphasis on praise and reward, with weekly celebration assemblies.
- Nurturing wellbeing and positivity through Building Learning Power (BLP): resilience, resourcefulness, reciprocity and reflectiveness.
- Opportunities for reflection and spiritual development through creativity in the curriculum.
- Use of quiet, spiritual areas in every classroom.
- Having focused and targeted small groups to improve well-being linked to specific mental health challenges, such as anxiety.

Staff Support

We support the mental health and well-being of all staff through:

- A supportive and open environment, where every member of staff is valued and nurtured.
- Whole school training events.
- Access to appropriate external training and cpd.
- Head Teacher fostering a spirit of open discussion and with an open-door policy.
- Provision of non-contact time to allow for planning, assessment, and subject leader development.
- Consultation on training and support is ongoing.
- Work/ life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks, Staff-meeting time reduced, when appropriate.
- Encouragement of regular social events.
- Encouragement of shared enterprise within the school, such as Trim and Tree.
- A collegiate approach to decision making.
- Encouragement to access the benefits of the EAP and to seek support from the Mental Health and Well-being Lead, where appropriate.

Roles and Responsibility

- The promotion of Emotional Health and Well-being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team, SENCO and Mental Health and Well-being Lead, will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body will assess and monitor the impact of the school's mental health and well-being approach.





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Training

As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The Mental Health and Well-being lead will also support with CPD, feedback and updates.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to any developing situations with one or more pupils.

Mrs K Chamberlain
November 2021

Approved by Governors
January 2022

