



Wellbeing Policy

Mental Wellbeing Policy

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Student Wellbeing Policy

Purpose:

This policy aims to provide guidance around how we at Lister Community school provide a safe and supportive learning environment for all students, with a focus on promoting positive social, emotional, and mental health. It reaffirms our beliefs as a school community that social, emotional, and mental health are important aspects of overall health and well-being.

Statement of intent:

Through the successful implementation of this policy, we aim to

- Provide a framework for improvement through an annual action plan
- Promote a positive outlook regarding mental wellbeing for all students
- Eliminate prejudice towards students experiencing mental health difficulties
- Ensure all students with mental health difficulties are identified and appropriately supported - minimising the risk of these difficulties escalating into physical harm and/or negative behaviours.

Implementation:

All staff will be responsible for implementing this policy in their daily work with students. The Lister Community School leadership team will be responsible for ensuring that this policy is implemented effectively and for monitoring its impact on students social, emotional, and mental health.

Legal framework

This policy has due regard to all relevant legislation and both statutory and non-statutory guidance including, but not limited to, the following:

- Young people and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Young people Act 1989
- DfE (2021) 'Keeping young people safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'

- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy should be read in correspondence with the following policies:

- [Safeguarding Policy](#)
- [Behaviour Policy](#)
- [SEND Policy](#)

Roles and responsibilities

The governing board is responsible for:

Appointing an individual governor or sub-committee to oversee the school's arrangements for SEMH and Mental Health.

The school's leadership team are responsible for promoting positive wellbeing:

- By creating a safe and calm environment, where students are safe and happy and mental health problems are less likely to occur.
- Leading the development of the whole school strategy for culture in relation to positive wellbeing across the school.
- Develop the whole school curriculum to develop positive wellbeing across the school.
- Ensuring that students who require extra support are provided with this from external agencies.
- Ensuring effective staff development through effective CPD in relation to wellbeing and mental health, training on procedures and policies relating to student wellbeing and thorough education and information on referral procedures and policies

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in policies, the curriculum and pastoral support.
 - **Policies and procedures-** How to do what we do and how we communicate things.
 - **Awareness and celebration-** How we raise awareness in the school community relating to mental health.
 - **Staff wellbeing and development-** How we offer high quality training and support to our staff.
 - **Therapeutic support and intervention-** Support services that offer specialised mental health support alongside measures taken by the school to enhance student wellbeing.

- **Curriculum and student education-** How we develop our universal understanding of mental health and wellbeing for our students.
- Ensure that staff wellbeing is promoted.
- Being a key point of contact with key external agencies.
- Providing professional guidance to parents and colleagues about mental health.
- Overseeing the 7outcomes of interventions on students' education and wellbeing. Liaising with parents/carers of students with mental health difficulties, where appropriate.
- Keeping parents and relevant staff up-to-date with any changes or concerns involving students that are struggling with their mental health.

Teaching staff are responsible for:

- Being aware of the signs of mental health difficulties and the ways in which they can manifest in the lives of young people. Further information on this can be found in **Appendix B.**
- Understanding and implementing appropriate actions in relation to escalating concerns relating to a student's wellbeing.
- Being aware of the needs and support provided to any students with mental health difficulties.

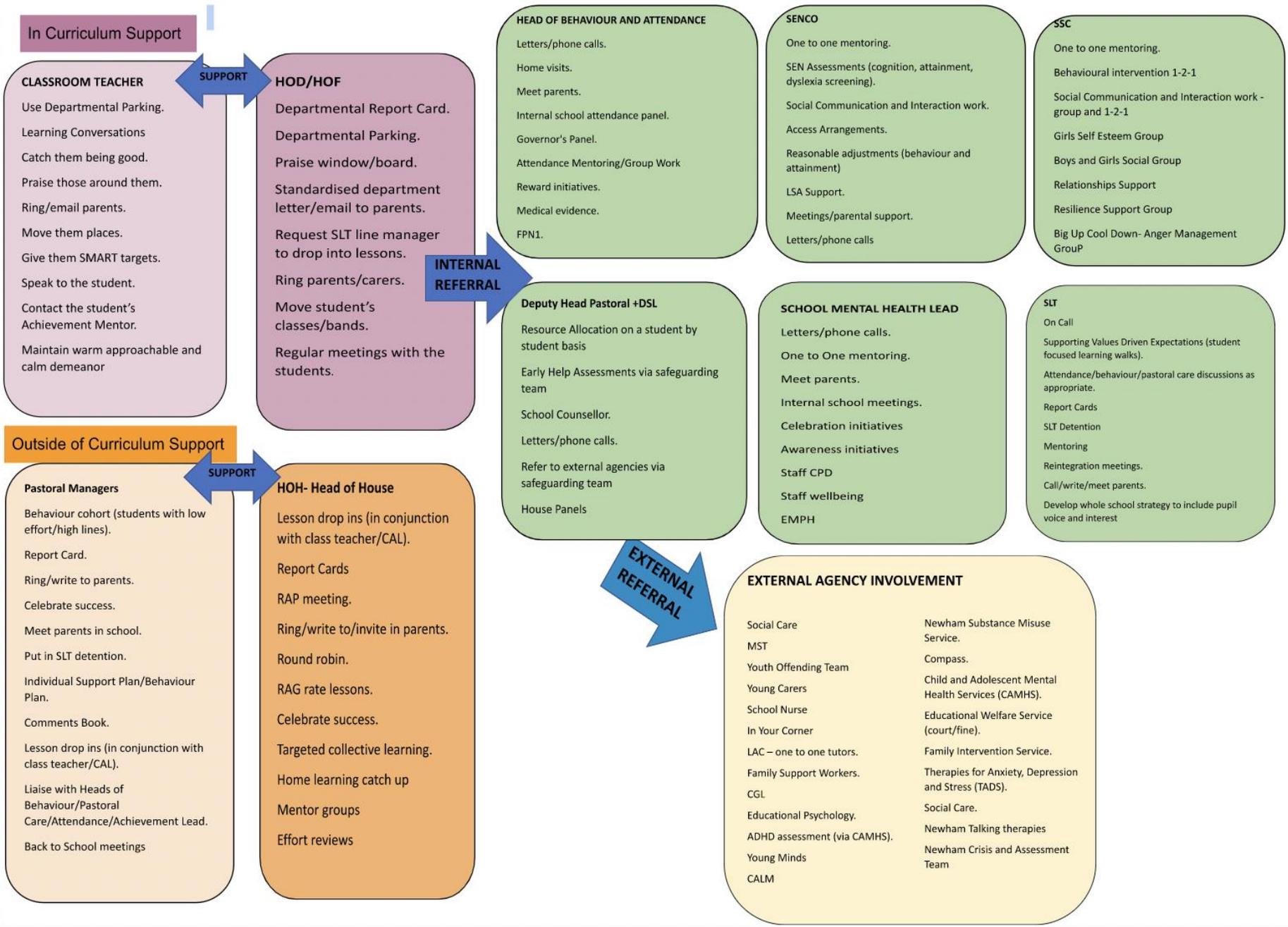
Creating a supportive whole-school culture

Through the curriculum, students are encouraged to:

- Build self-esteem and a positive self-image.
- Foster the ability to self-reflect and problem-solve.
- Protect against self-criticism and social perfectionism.
- Foster self-reliance and the ability to act and think independently.
- Create opportunities for positive interaction with others.
- Get involved in school life and related decision-making.

The school utilises various strategies to support students who require further support such as. These can be found in **Appendix A.**

Appendix A - Mental Health Interventions



Appendix B

Below are a list of resources that can support our understanding of mental health and wellbeing. This list is by no means exhaustive; it is intended to provide preliminary reading and guidance for teachers seeking further information on the topics listed below on the left.

Spotting signs of poor mental health in young people	https://learning.nspcc.org.uk/child-health-development/child-mental-health
Common types of Mental Health and SEMH difficulties	https://www.mind.org.uk/information-support/for-children-and-young-people/types-of-mental-health-problems/
Supporting Mental Health in childhood	https://www.cdc.gov/childrensmentalhealth/index.html
Supporting Teenage mental wellbeing	https://www.unicef.org/parenting/health/four-things-you-can-do-support-your-teens-mental-health
Teachers Introduction to Trauma informed Practice - CPD session	Trauma Informed Practice - Lister Community School
Guidance on teenage mental health	https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/
Teenage Suicide - School Support Toolkit	https://papyrus-uk.org/wp-content/uploads/2018/08/toolkitfinal.pdf