Hope School and College.
Promoting Positive Health and Well Being.

Policy reviewed annually by the Headteacher and Governors

This policy has been written in consultation with staff, students, parents, and professionals involved in mental health and wellbeing. This policy will be reviewed every 3 years.

Policy Statement

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 2014)

At Hope School and College, we are committed to promoting positive mental health and wellbeing for students, staff, and parents/carers. We have a supportive and caring ethos, and our approach is respectful and kind, where everyone's contribution is valued. We know that everyone experiences life challenges that can make us vulnerable and at times; anyone may need additional emotional support. We take the view that positive mental health and wellbeing is everybody's responsibility and we all have a role to play.

To achieve this, we use universal, whole school approaches and specialised, targeted approaches. In addition to promoting positive mental health and emotional wellbeing, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant, and effective mental health and wellbeing policies and procedures, we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

Good mental health and emotional wellbeing help children and adults:

- learn and explore the world
- feel, express, and manage a range of positive and negative emotions
- form and maintain good relationships with others • cope with, and manage change and uncertainty
- develop and thrive.

Building strong mental health and emotional wellbeing early in life can help children build their self-esteem, learn to settle themselves, and engage positively with their education. This, in turn, can lead to improved academic attainment, enhanced future employment opportunities, and positive life choices.

Aims

This document describes our school and college'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 medical policy in cases where a student's mental health overlaps with or is linked to a medical issue, and the schools safeguarding.

The Policy Aims to:

- ♣ Promote positive mental health in all staff, students, and parents/ carers
- ♣ Increase understanding and awareness of common mental health issues
- ♣ Alert staff to early signs and symptoms of mental ill health

- ♣ Provide support to staff working with young people with mental health issues
- ♣ Provide support to students suffering mental ill health and their peers, students, and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote mental health and wellbeing, it is useful to note the following members of staff and their role within school:

♣ Designated Safeguarding Leads (Sue Lucas, Headteacher; Sharron Yates)
♣ EFS Champions – Kate Marlor (Peer support group /identified staff per department)
♣ Wellbeing Working Party

Any member of staff who is concerned about the mental health or wellbeing of a student, staff member or parent/carer should speak to a member of the mental health and wellbeing team in the first instance.

Whole school approaches

At Hope School and College, we offer a learning environment that promotes and enhances positive mental health and wellbeing. A consistent approach means that the school/college environment and ethos all promote the mental health and wellbeing of the whole school/college community. We believe that students, staff, parents, and carers will have positive mental health through the five areas of wellbeing that we recognise and encourage:

A mentally healthy environment has:

- a clear and agreed ethos and culture that respects and values everyone
- a commitment to being responsive to the needs of students, staff, and parents/ carers
- clear guidelines for internal and external referrals
- links with external agencies to provide access to support and information
- an ethos that 'mental health' within School and College and Post 19 provision is everybody's responsibility.

A mentally healthy environment is a place where **students** have opportunities to:

- participate in activities that encourage belonging
- participate in decision-making

- celebrate academic and non-academic achievements
- have their unique talents and abilities identified and developed
- develop a sense of worth through taking responsibility for themselves and others • reflect
- receive appropriate support that meets their needs
- be in an environment that is safe, clean, attractive, and well cared for
- be surrounded by adults who model positive and appropriate behaviour, interaction, and ways of relating to others
- be aspirational about opportunities and life's challenges
- be persistent in achieving their goals
- be practical/realistic about goals as well as their strengths and areas for development
- take responsibility for their own personal behaviour
- respect their own needs and the needs of others
- develop self-esteem, positive self-concept, and self-confidence
- develop strategies to regulate their emotions
- be knowledgeable about their support network
- learn about growth mindset
- learn through the PHSE curriculum -see PHSE policy for more details

A mentally healthy environment is a place where **staff wellbeing** is promoted so that all staff can:

- access proactive strategies and systems to support them at times of emotional need
- have a range of strategies that support their mental health and emotional wellbeing
- have recognition of their work-life balance
- feel valued and have opportunities to contribute to decision-making processes
- celebrate and recognise success
- carry out roles and responsibilities effectively
- access opportunities for continued professional development (CPD)
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect

A mentally healthy environment is a place where **parents/carers**:

- are recognised for their significant contribution to student's mental health
- are welcomed, included and work in partnership with school/college and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with schools
- opinions are sought and valued and responded to
- strengths and areas for development are recognised, acknowledged, and supported appropriately.

Teaching about mental health and wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our curriculum offer in other subject areas. The specific content of lessons will be determined by the individual needs of the cohort being taught. There

There will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language, and confidence to seek help, as needed, for themselves or others.

Signs and symptoms

School/college staff may become aware of signs which indicate a student, member of staff or parent/carer are experiencing mental health or wellbeing concerns. These signs should always be taken seriously, and those observing any of these signs must communicate these with an appropriate adult.

(See Appendix 1)

Working with students

At Hope School and College, we offer a range of interventions/ support plans for all children alongside those who present with mental health and wellbeing concerns as part of a graduated approach. In addition to the curriculum offer, there are a range of specialist and targeted approaches to meet individual needs, these include:

- A robust transition for all students
- Mentoring /Nurture for identified children (running alongside a nurturing classroom) • Breakfast Club
- Pastoral Intervention
- Extra-Curricular activities
- Access to community, learning disability and complex needs nurses
- PSHE curriculum
- Behaviour support
- School counsellor
- Play therapy (advice and guidance from a trained therapist on site)
- Quiet/specific areas (Snug/Busy Bodies/My Space)
- Identified additional support throughout the curriculum
- Access to external agencies
- School Council
- Open door policy

Working with staff

We are committed to supporting our staff to promote positive mental health and wellbeing. In addition to this, we have an open-door policy which encourages staff to speak to others and work collaboratively to support each other. Staff have access to the Council's Employee Assistance Programme; details can be found on the notice board outside the staffroom.

Working with parents/ carers

Where it is deemed appropriate to inform parents/carers, we need to be sensitive in our approach. Class teachers (and support staff where appropriate) will communicate with empathy with the parents/carers. To support parents, we will:

Hold annual reviews -

- ♣ Highlight sources of information and support about common mental health and emotional wellbeing concerns
- ♣ Ensure that all parents/ carers are aware of who to talk to and where to seek advice/ support when needed
- ♣ Make our mental health wellbeing policy easily accessible to parents/carers
- ♣ Involve parents /carers throughout the process of referrals for a student to a range of agencies i.e. Targeted Education Support Service (TESS); Educational Psychologist (EP); Child and Adolescent Mental Health Service (CAMHS) School Link Worker, Counselling etc. All referrals are in line with our Safeguarding Policy
- ♣ Share ideas about how parents can support positive mental health and well being

Signposting

We will ensure that students, staff, and parents/carers are aware of sources of support within school/college and in the local community. Updates within the local area are regularly shared within the WOWs (Worsley Mesnes, Orrell and Winstanley schools) network, including the Start Well Centre based at Westfield.

The local offer website link also shares information that can be accessed to signpost for further guidance/ support.
www.wigan.gov.uk/sendlocaloffer

If there is a fear that a student, staff, or parent/carer is in danger of immediate harm, then the usual safeguarding procedures will be followed. If a student, staff, or parent/carer 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.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.
Provided in Appendix 2 is a list of useful websites both staff and families may refer to for further support and advice.

Training

As a minimum, we aim for all staff to receive regular training about recognising and responding to mental health concerns as part of their regular safeguarding training to enable them to keep students safe.
Training opportunities for staff will be considered in line with our School Improvement Plan.
As a school and college, we are working towards Emotional Friendly Schools Accreditation and a Nurturing Schools Award. These will enhance the provision and support we can offer.

Managing disclosures and confidentiality

A student, staff member, parent/carer may choose to disclose concerns about themselves or others to any member of staff. All staff need to know how to respond appropriately to a disclosure. At Hope School and College, all staff members have read "Keeping Children Safe in Education 2025".

Disclosures are recorded and actioned in line with our Safeguarding Policy. In line with our

Safeguarding procedures, information will be shared with appropriate professionals. In the case of an adult/ young person, consent will always be sought. However, if consent is not given, it is acknowledged that there are certain situations when information must always be shared with another member of staff, a parent, and/or other professionals. At these times, advice will be sought from the Designated Safeguarding Leads.

APPENDIX 1

Please note this is not an exhaustive list and can be used only as a guide:

- 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
- Abusing drugs or alcohol
- Expressing negative emotions
- Changes in clothing e.g., long sleeves in warm weather
- Secretive behaviour
- Avoiding lessons/ non-attendance (that may follow a pattern / trend)
- Getting changed secretively
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

APPENDIX 2

https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Advice/Parenting-resources.aspx#Parentalwellbeing

https://fingertips.phe.org.uk/profile-group/mental-health/profile/cypmh

https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/

https://www.scope.org.uk/advice-and-support/support-groups-parents/

https://youngminds.org.uk/find-help/for-parents/

https://www.nhs.uk/conditions/stress-anxiety-depression/

https://riseabove.org.uk/