Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Mental Health and Wellbeing Policy and Procedures

How does this policy impact on School Improvement?

The policy demonstrates our commitment to promoting and protecting the positive mental health and wellbeing of our whole School community. It is underpinned by, and supports our values and ethos, to create an open culture which fosters and celebrates inclusion for all, promoting opportunity, participation and self-esteem to support mental health and wellbeing. The School is dedicated to raising awareness to equip each individual, now and in the future, with the necessary tools, strategies and support to maintain positive mental health.

Approved by:	Trustees	**Date:** October 2024
Last reviewed on:	October 2024	
Next review due by:	October 2025	
Responsibility: Jessica Dawes: Lead Practitioner / Senior Mental Health Lead / PSHE/RSHE Lead Coordinator /Deputy Designated Safeguarding Lead		

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1. Policy statement

At Humberston Park School, we are committed to supporting and promoting the mental health and wellbeing of our whole school community (pupils, parents, carers, staff and other stakeholders).

The development of this policy was led by Jessica Dawes: Lead Practitioner, 16-19 Coordinator, Senior Mental Health Lead, RSHE Lead Coordinator and Deputy Designated Safeguarding Lead, in consultation with our parents, carers, staff, Senior Mental Health Leads (SMHL), Mental Health First Aiders (MHFA), school nurse, local mental health professionals and other stakeholders.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils, parents/carers and staff about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Conduct, Challenging Behaviour and Positive Behaviour Support (PBS) policy

- Anti-Bullying policy
- Child Protection and Safeguarding policy
- Relationships and Sex Education (RSE) policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school community
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils and staff feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils and staff to participate in forming our approach to mental health by promoting pupil/ staff voice in the form of staff and pupil wellbeing groups
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Increase awareness and understanding of common mental health issues and the variety of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide staff and pupils with a network of trained staff within school, to help support with mental health and wellbeing
- Provide staff with the correct procedures to follow in the event of a pupil or staff member disclosing a mental health and wellbeing concern
- Provide support to staff working with pupils and staff with mental health issues
- Provide support and access to resources for pupils and staff experiencing mental ill health alongside their peers, their families and the staff who work with them
- To ensure all staff take responsibility to promote the mental health and wellbeing of all pupils and colleagues

4. Legal basis

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child
- SEND Code of Practice 2015
- Mental Health and Behaviour in Schools 2018
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Promoting children and young people's mental health and wellbeing - A whole school or college approach 2021

5. Definition of Mental Health and Wellbeing

The World Health Organization (2023) defines mental health as:

> "*Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in (WHO, 2023)."*

Mental health exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes. At Humberston Park School we recognise the importance of promoting positive staff and pupil mental health and wellbeing. Through creating a whole school approach to mental health and wellbeing, we aim to ensure all staff and pupils are able to effectively manage times of change, stress and low-levels of mental wellbeing to enable them to reach their full potential and access help and support when required. As a whole school community, we want to develop and promote the protective factors which build resilience to mental health difficulties and develop a school culture where:

- All staff, pupils, parents/carers and the wider school community, feel valued
- Our school is a safe place where staff and pupils have a sense of belonging
- Staff and pupils feel able to talk openly with trusted adults about their mental health without feeling any stigma
- Positive mental health and wellbeing is promoted and valued
- Bullying of any form is not tolerated

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons (NSPCC, 2023).

Negative experiences or Adverse Childhood Experiences (ACEs) such as abuse and neglect can adversely impact a child's mental health. Mental health issues can also sometimes lead to safeguarding and child protection issues, for example if a child's mental health begins to put them or other people at risk of harm.

6. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a staff member or pupil's mental health or wellbeing, they should inform the Senior Mental Health Leads - Jessica Dawes or Sarah Cooney (adults and pupils), Mental Health First Aiders - Gemma Rylatt (staff), Jessica Dawes or Sarah Cooney (adults and pupils) or the designated/deputy safeguarding leads (DSL).

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Senior Mental Health Leads: Jessica Dawes and Sarah Cooney (adults and pupils)

Mental Health First Aiders: Gemma Rylatt (adults), Jessica Dawes and Sarah Cooney (adults and pupils)

Designated Safeguarding Lead (DSL): Sarah Cooney

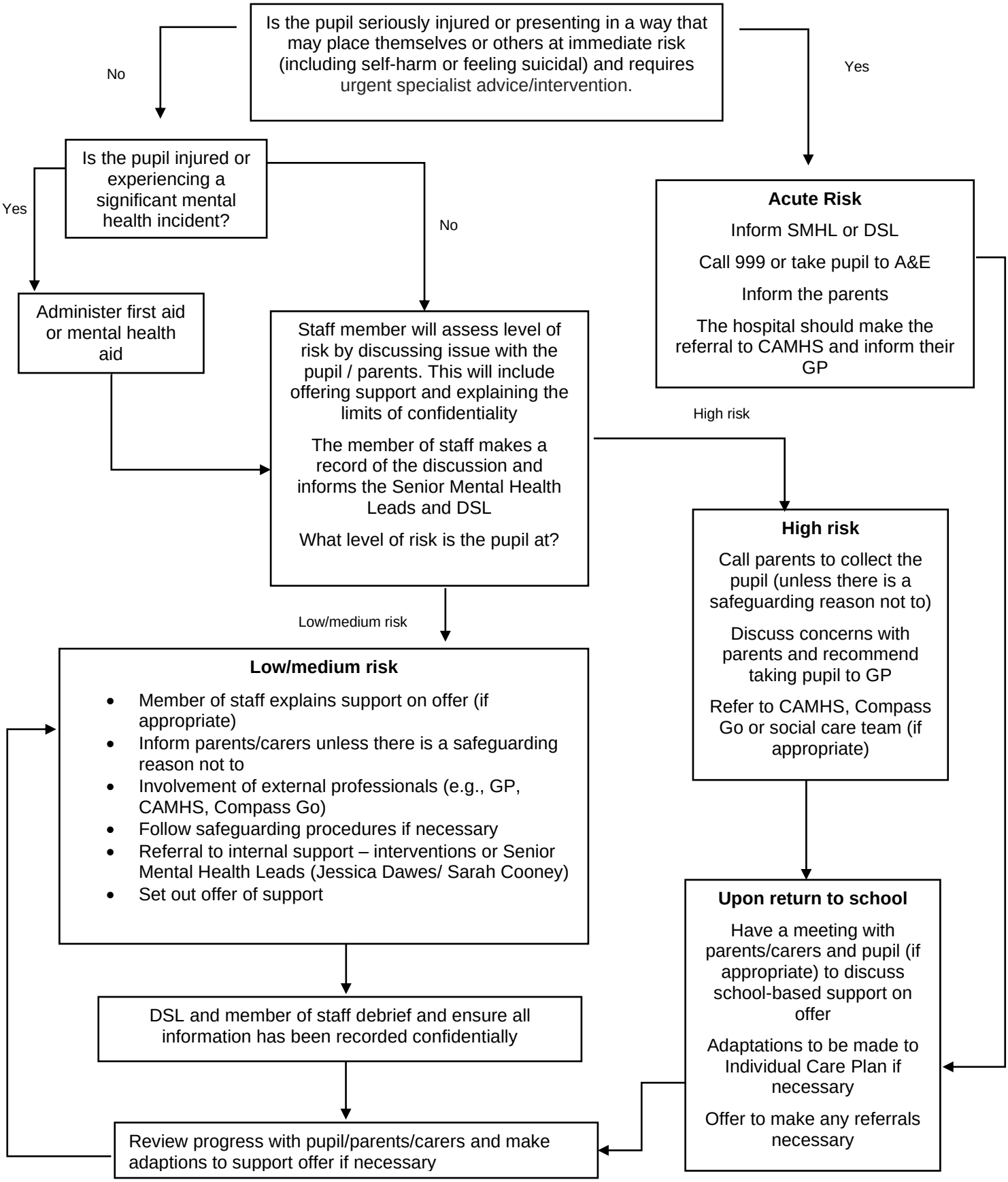
Deputy Designated Safeguarding Leads (DDSL): Richard Gargon, Jackie Saha, Jessica Dawes, Kelly Mitchell, Gemma Rylatt and Sarah Carroll

Designated Child Protection Officers: Sarah Cooney and Jackie Saha

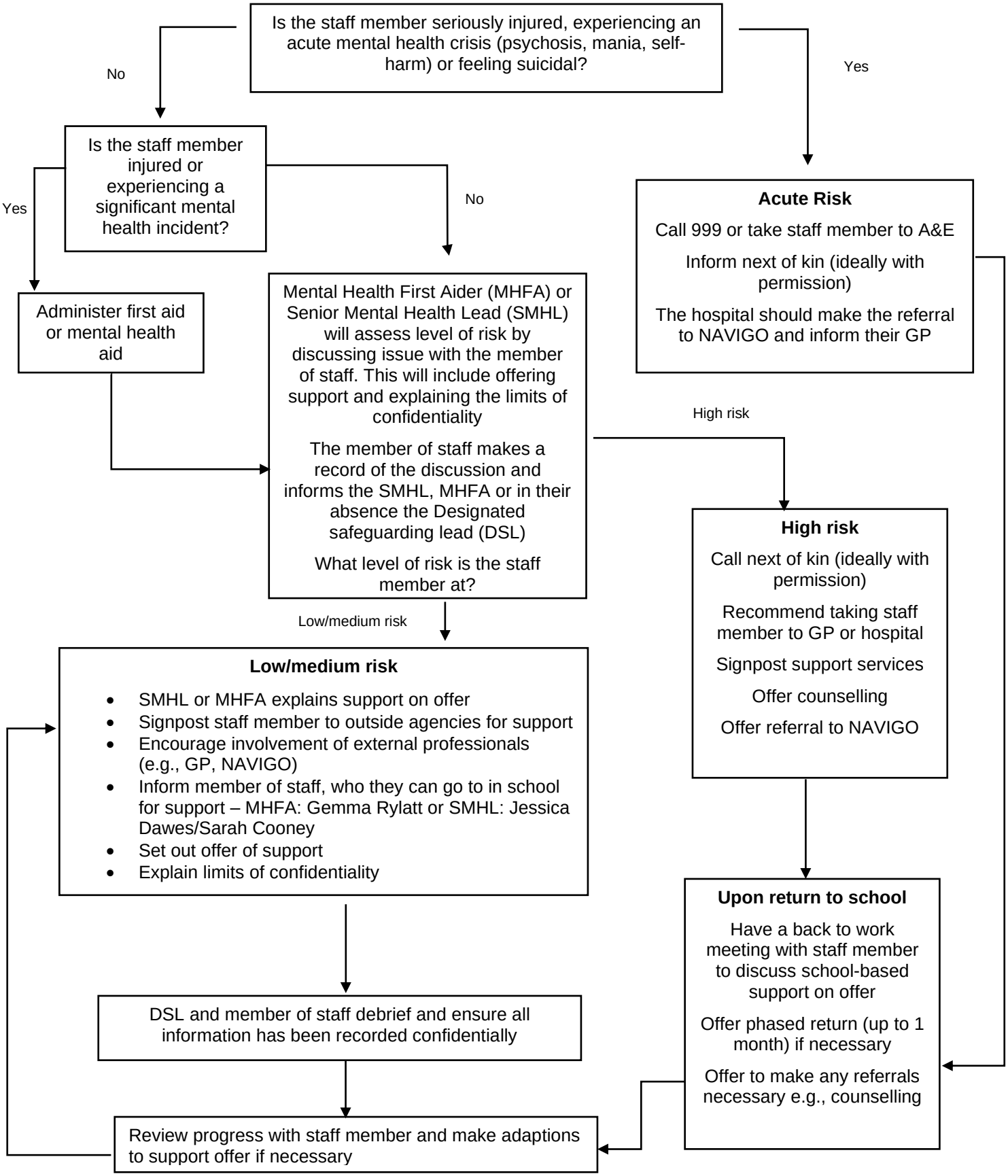
Headteacher: Richard Gargon

RSHE / PSHE Lead Coordinator: Jessica Dawes

7. Procedure to follow in a case of acute mental health crisis (Pupil)



7. Procedure to follow in a case of acute mental health crisis (Staff Member)



8. Warning signs

All staff are asked to be vigilant of warning signs that either themselves, their colleagues or pupils may display which indicate poor emotional wellbeing or mental health. These warning signs should always be taken seriously and staff observing any of these warning signs should ensure the correct procedure is followed (See section 7). If there is any concern that an individual may be at risk of immediate serious harm, staff must inform the Designated Safeguarding Team / Senior Mental Health Leads immediately.

Possible warning signs, all staff should be aware of include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or decline of academic performance and attainment
- Changes in level of personal hygiene
- Increased isolation from friends or family, becoming socially withdrawn
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

9. Managing disclosures

If a staff member or pupil makes a mental health and wellbeing disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring. Staff should listen and allow them time to talk freely and do not ask leading questions.

During a disclosure, staff will focus on the staff member's or pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice. Support will be given by trained mental health and wellbeing staff at the appropriate time.

Staff will always follow the school's safeguarding policy with regards to pupil disclosures and pass on all concerns to the Designated Safeguarding Lead (Sarah Cooney) /Deputy Safeguarding Leads (Richard Gargon, Jackie Saha, Jessica Dawes, Kelly Mitchell, Gemma Rylatt, Sarah Carroll) / Senior Mental Health Leads (Jessica Dawes and Sarah Cooney). All mental health and wellbeing disclosures for pupils are recorded and stored in the pupil's individual and confidential file within CPOMS. Staff will inform the Senior Mental Health Leads (Jessica Dawes or Sarah Cooney) or the Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney) in relation to all members of staff seeking support. Support staff receive, will be recorded and stored in the staff member's confidential personnel file.

When making a record of support staff have received, staff (Senior Mental Health Leads and Mental Health First Aiders) will include:

- The full name of the member of staff

- The date
- The context in which the request for support was made
- Support offered to staff member
- Limits of confidentiality discussed with staff member, staff member aware who the information will be shared with and why
- Follow up support

For Staff Mental Health and Wellbeing Support Monitoring Form please see **Appendix 1**

When making a record of a pupil disclosure, staff will complete an online pupil concern entry via our online recording system CPOMS in line with our safeguarding policy and procedures and include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Factual account of the disclosure
- Information containing if the person making the report explained limits of confidentiality and if the pupil understood
- Any consent given to share information

10. Confidentiality

The school's approach to confidentiality and data protection with respect to safeguarding / disclosures is referenced in our Data Protection Policy and Procedures. Staff should not promise a pupil/staff member that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A mental health and wellbeing disclosure cannot be kept secret because:

- Being the sole person responsible for a staff member or pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the staff member or pupil will be dependent on the member of staff being at school
- Other relevant staff members (Senior Mental Health Leads/ Mental Health First Aiders) can share ideas on how to best support the staff member or pupil in question

Staff should always share mental health and wellbeing disclosures with at least one appropriate colleague. This will be the Senior Mental Health Leads (Jessica Dawes and Sarah Cooney) / Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney). In their absence a member of the Safeguarding Team will be available for pupils and the Headteacher (Richard Gargon) will be available for staff. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a staff member or pupil with a third party, the member of staff will discuss it with the staff member or pupil and explain:

- Who they will share the information with
- What information they will share

- Why they need to share that information

Staff will attempt to receive consent from the staff member or pupil to share their information, but the safety of the staff member or pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding Policy and Procedures will be followed.

10.1 Process for managing confidentiality around disclosures

1. Staff member or pupil makes a disclosure/ seeks support
2. Member of staff will listen and not ask leading questions, prioritise emotional and physical safety of the individual
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with Senior Mental Health Lead / Mental Health First Aider or the Designated Safeguarding Lead/Deputy
4. Member of staff will attempt to get the staff member's or pupil's consent to share – if no consent is given, explain to the staff member or pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure for pupils on CPOMs and the information will be shared with the Safeguarding Team.
6. For staff seeking support, staff member will discuss with either the Senior Mental Health Leads (Jessica Dawes or Sarah Cooney) or Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney).
7. Only the Senior Mental Health Leads (Jessica Dawes or Sarah Cooney) or Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney) will fill out the Staff Mental Health and Wellbeing Support Monitoring Form (see **Appendix 1**). This form will not be shared with anyone other than the named above and the Headteacher (Richard Gargon) if necessary.
8. The Senior Mental Health Lead / Mental Health First Aider or Designated Safeguarding Lead will inform the staff member's next of kin or the pupil's parent/carer (if appropriate)
9. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

11. Supporting pupils

11.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for pupils, the school offers support to all by:

- Raising awareness of mental health during PSHE and RSHE lessons
- Promoting and participating in mental health awareness week/month and children's mental health awareness week
- Signposting all pupils/parents/carers to sources of online support on the school website
- Having open discussions about mental health during lessons
- Teaching all pupils how to identify emotions, communicate emotions and how to manage emotions, using the support of communication aids and emotion symbols when required
- Providing pupils with avenues such as suggestion boxes and feedback questionnaires to provide feedback on elements of the school that is negatively impacting on their mental health or suggest ways in which we can improve the promotion of positive mental health across the school

- Monitoring of all pupils' mental health through observations and assessments e.g., wellbeing profiles and behaviour records
- Appointing two trained Senior Mental Health Leads (Jessica Dawes and Sarah Cooney) with a strategic oversight of our whole school approach to mental health and wellbeing
- Appointing three Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney) to support the mental health and wellbeing of pupils and staff
- Offering individualised pastoral support
- Implementation of pupil wellbeing groups
- Offering regular mental health and wellbeing training for staff to maintain high levels of awareness and pupil monitoring
- Outside agency support - regular meetings between Senior Mental Health Leads and mental health professionals
- Offering intervention work with mental health professionals (CAMHS, Compass Go, Educational Psychologists)
- Onsite trained sleep counsellors offering a sleep counselling service for pupils
- Onsite ELSA can provide tailored interventions
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
    - Worry boxes/monsters
    - Small group work
    - 1:1 work

11.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Senior Mental Health Leads: Jessica Dawes and Sarah Cooney will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

11.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- 1:1 pastoral support
- Small group interventions
- Personalised resources
- Wellbeing groups
- ELSA - Emotional Literacy Support Assistant

11.4 Individual healthcare plans (IHPs)

Each pupil at Humberston Park School has an individual healthcare plan (IHP) if a pupil is diagnosed with a mental health condition this will be added to their IHP. If a pupil is identified as having poor mental wellbeing or is experiencing undiagnosed mental health problems this information will be added to the pupil's wellbeing profile.

IHPs are written in collaboration with the parent/carer, school nurse and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

11.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- CAMHS
- Young Minds Matter
- Compass Go
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services

12. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the Mental Health and Wellbeing Policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g., parent forums)

- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE/RSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, the pupil's individual healthcare plan (IHP) will be updated in collaboration with parents/carers and the school nurse (see section 11.4).

13. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

14. Supporting staff

As part of the school's commitment to promoting positive mental health and wellbeing for staff, the school offers support to all by:

- Promoting and participating in mental health awareness week/month and children's mental health awareness week
- Signposting all staff to sources of online support via the school website, leaflets, posters, discussions with the senior mental health leads or mental health first aiders
- Signposting all staff to sources of face-to-face support via the school website, leaflets, posters, discussions with the senior mental health leads or mental health first aiders
- Providing staff with avenues such as suggestion boxes and feedback questionnaires to provide feedback on any elements of the school that is negatively impacting their mental health or to suggest ways in which we can improve the promotion of positive mental health across the school
- Appointing two trained Senior Mental Health Leads (Jessica Dawes and Sarah Cooney) with a strategic oversight of our whole school approach to mental health and wellbeing
- Onsite mental health first aiders (Gemma Rylatt -adults, Jessica Dawes and Sarah Cooney -pupils and adults)
- Implementation of staff wellbeing groups, team building activities
- Offering regular mental health and wellbeing training for staff to maintain high levels of awareness
- Offering counselling and other outside agency support
- Appointing three mental health trained staff members (Gemma Rylatt, Jessica Dawes and Sarah Cooney) to offer support

- Offering subsidised meals and free drinks alongside a rewards scheme to help support financial pressures

Uphold high expectations that all staff will:

- Treat each other with empathy and respect
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room, work rooms or offices
- Take part in training opportunities that promote their wellbeing

14.1 Support for staff

We recognise that supporting a pupil or colleague experiencing poor mental health can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer external support in the form of counselling and signposting to other relevant services

15. Signposting

Sources of support will be displayed around the school and linked to the school website, so staff, pupils and parents/carers are aware of how they can get help.

The Senior Mental Health Leads (Jessica Dawes and Sarah Cooney) and Mental Health First Aiders (Gemma Rylatt, Jessica Dawes and Sarah Cooney) will be available to provide further information to staff, pupils and parents/carers if they want to learn more about what support is available.

15.1 Mental health and wellbeing - Useful Contacts

Organisation	Contact Information	
Andy's Man Club	www. andysmanclub.co.uk	Email: info@andysmanclub.co.uk
CAMHS (Lincolnshire)	www.lpft.nhs.uk/young-people	01522 309120
CAMHS (Young Minds Matter) NELC	www.navigocare.co.uk/camhs	01472 252570
Compass Go	www.compass-uk.org	01472 494250
CRISIS Team - Single Point of Access	www.navigocare.co.uk	01472 256256 Option 3
EBBSA (Emotionally Based Barriers to School Attendance support)		Email: EBBSA@nelincs.gov.uk

Fortis Therapy	www.fortistherapy.co.uk	01472 241794
Give us a Shout	www.giveusashout.org	Text - SHOUT to 85258
Hub of Hope	www.hubofhope.co.uk	
Kooth	www.kooth.com	
Lincs Counselling Ltd	www.lincscounselling.co.uk	01472 564499
Lincs Line		0808 800 1010
Mind	www.mind.org.uk	0300 1233393
Navigo - (Adults) NELC	www.navigocare.co.uk	01472 256256 Option 3 Text - ORANGE to 85258
Navigo - Open Minds - Talking therapy	www.navigocare.co.uk/NHSTalkingTherapies	01472 625100
NELC Wellbeing Service	www.livewell.nelincs.gov.uk/your-wellbeing/wellbeing-service/	01472 325500
NHS 111	www.111.nhs.uk	111
North East Lincolnshire Mind	www.nelmind.org.uk	01472 349991 0800 1380990
Open Door	www.opendoorcare.co.uk	01472 722000
Samaritans	www.samaritans.org	116 123 email: jo@samaritans.org
School Nurse Text Service		Text: 07507331620
Young Minds	www.youngminds.org.uk	

16. Whole school approach to promoting mental health awareness

16.1 Mental health is taught in PSHE/RSHE

We follow the PSHE Association Programme of Study and the PSHE Association Guidance teaching mental health and emotional wellbeing to teach mental health and wellbeing within our PSHE and RSHE curriculums.

In PSHE pupils will be taught to:

- Recognise and name/identify basic emotions/feelings (happy, sad, scared, tired, pain, angry)
- How feelings can affect people's bodies and how they behave
- How to recognise what others might be feeling
- Recognise that not everyone feels the same at the same time, or feels the same about the same things
- Understand their own emotional state including a range of words to describe feelings
- Develop healthy coping strategies
- Recognise when they need help with feelings
- Learn how and when to ask for help or support
- Keep themselves safe
- Challenge misconceptions around mental health

As part of our RSHE curriculum pupils will be taught:

Health Education	
Mental Wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g., anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet Safety and Harms	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, overreliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • the impact of viewing harmful content
Physical Health and Fitness	• the characteristics and mental and physical benefits of an active lifestyle • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
Health and Prevention	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood

	• the physical and psychological consequences of addiction, including alcohol dependency
Changing Adolescent Body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • the main changes which take place in males and females, and the implications for emotional and physical health
Relationships Education	
Families and people who care for me	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • how to recognise if family relationships are making them feel • unhappy or unsafe, and how to seek help or advice from others if needed • how these relationships might contribute to human happiness and their importance for bringing up children
Caring Friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends
Respectful Relationships	• the importance of self-respect and how this links to their own happiness.

16.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils or colleagues in order to break down stigma
- Encouraging pupils or colleagues to disclose when they think their mental health is deteriorating
- Monitor the wellbeing of staff and pupils through regular surveys and structured conversations
- Listen to the views of staff and pupils and involve them in decision-making processes
- Make sure the efforts and successes of staff and pupils are recognised and celebrated
- Create extra support during times of stress, such as transitions and Ofsted inspections

17. Training

All staff will be offered regular training so they:

- Maintain high levels of child protection and safeguarding training to keep all pupils safe
- Have a good understanding of what mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify themselves, a pupil or staff member in need of help

18. Monitoring arrangements

This policy will be reviewed annually by Jessica Dawes: Lead Practitioner/Senior Mental Health Lead/ PSHE/RSHE Lead Coordinator/ Deputy Designated Safeguarding Lead. At every review, the policy will be approved by the Board of Trustees via the Quality, Standards and Effectiveness Committee and the Headteacher, Richard Gargon.

Appendix 1

Humberston Park School

...engaging children in creative and enjoyable learning that is of functional value to them now and in the future.

Inclusiveness, Independence & Enjoyment

Staff Mental Health and Wellbeing Support Monitoring Form

Name of staff member: **Date:**

Context:

Support offered to staff member:

Limits of confidentiality discussed and understood. Information agreed to be shared with:

Senior Mental Health Leads ◯

Mental Health First Aiders ◯

Head Teacher ◯

Follow up Support		
Date	**Support**	**Signed**