

County Upper School

Social, Emotional, Mental Health

Policy 2022



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Together we **ENCOURAGE,**
SUPPORT and **PRAISE.**

We work with **DETERMINATION,**
COMMITMENT and **LOYALTY**

"I will always call you by your name"

Introduction

At County Upper School we aim to promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. All at County Upper recognise that all its members need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

County upper has a Senior Mental Health Lead (currently Ms Sharon Holton) who is responsible for writing and overseeing the policies and planning enrichment activities and programmes throughout the school for staff, students and parents to improve their emotional wellbeing.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of children, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All students have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

County Upper is committed to raising awareness, increasing understanding and providing a place where all people feel safe, secure and able to achieve and experience success and well-being. A consistent approach means that the school environment and the school ethos promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

At County Upper School we will provide:

A mentally healthy environment which has:

- A clear and agreed ethos and culture that accords value and respect to all;
- A commitment to being responsive to student's needs;
- Clearly defined mental health links in appropriate school policies;
- Clear guidelines for internal and external referrals;
- Strong links with external agencies to provide access to support and information;
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

A mentally healthy environment where students:

- Have opportunities to participate in activities that encourage belonging;
- Have opportunities to participate in decision making;
- Have opportunities to celebrate academic and non-academic achievements;
- Have their unique talents and abilities identified and developed;
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others;
- Have opportunities to reflect;
- Have access to appropriate support that meets their needs;
- Have a right to be in an environment that is safe, clean, attractive and well cared for;
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

A mentally healthy environment where staff:

- Have their individual needs recognised and responded to in a holistic way;
- Have a range of strategies that support their mental health, eg a named person to speak to, sign posting;
- Have recognition of their work-life balance;
- Have the well-being of the staff reviewed regularly;
- Feel valued and have opportunities to contribute to decision making processes;
- Celebrate and recognise success;
- Are able to carry out roles and responsibilities effectively;
- Are provided with opportunities for CPD both personally and professionally;
- Have their unique talents and skills recognised and opportunities are provided for development;
- Have time to reflect;
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term.

A mentally healthy environment where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health;
- Are welcomed, included and work in partnership with schools 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 difficulties are recognised, acknowledged and challenged appropriately.

A mentally healthy environment is a where the whole school community is involved in promoting positive mental health and is valued for the role it plays in contributing towards the ethos of the school.

A healthy learning environment provides opportunities that promote positive mental health, through the National Curriculum and extended provision, e.g differentiated learning activities, curriculum enrichment activities, individual timetables where appropriate, parents/carers events, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:

- ✚ Will give schools a cohesive and co-ordinated approach to mental health;
- ✚ Should underpin all policies and practices currently used in schools;
- ✚ Will raise awareness as to how the whole school community can look after their own mental health and that of others;
- ✚ Will help to de-stigmatise mental health;
- ✚ Will support people and provide opportunities that enable everyone to reach their potential;
- ✚ Will strengthen relationships and provide opportunities for different ways of working;
- ✚ Will provide foundations for life-long learning;
- ✚ Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges.

Rationale

County Upper School aims to provide a whole school approach to SEMH, which is essential to ensure consistency and effectiveness for all pupils.

Additional practices to promote wellbeing and positive mental health include:

- ✚ Displays around school which allow students to voice their feelings confidently;
- ✚ A School Council with elected membership which represents all year groups, that meets often;
- ✚ A school system of rewards which recognise: academic excellence, excellent effort, outstanding work and representing the school and other achievements;
- ✚ Celebration Assemblies;
- ✚ A recognition board which is visible in each class to reflect the children that go above and beyond expectations.

Aims

County Upper School aims to recognise our responsibilities in supporting its members with mental health and wellbeing needs.

- ✚ To increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of young people, in particular low self-esteem, emotional regulation, anxiety, depression, loss and bereavement;
- ✚ To detect and address problems in the earliest stages where they exist in thinking and attitudes to self/image, self-esteem and self-control;
- ✚ To implement the appropriate level of support in school available to students with mental health issues and also in partnership with outside health agencies and child support groups;
- ✚ To continue to promote positivity around mental well-being;
- ✚ To reduce the stigma associated with mental health;
- ✚ To ensure all staff are alert to their responsibility to ensure the well-being and welfare of all students in their care.

Supporting Pupils with Mental Health at County Upper School.

Identification:

- ✚ A staff team that knows every child well and can spot where poor or unusual behaviour may have a root cause that needs addressing;
- ✚ Consistent use and implementation of behaviour and relationships policy and effective use of premiership/superstar data so that changes in pupils' patterns of attainment or behaviour, are noticed and can be acted upon.

Support:

This includes:

- ✚ A whole school approach to promote the emotional health and wellbeing of all students;
- ✚ Clear policies on behaviour, bullying and nurturing;
- ✚ Culture within the school that values all students, allowing them a sense of belonging and making it possible to talk about problems;
- ✚ Continuous professional development for all staff;
- ✚ Referral to the Inclusion Team where appropriate;
- ✚ Meeting families in school to support emotional wellbeing and aim to liaise with families about SEMH interventions and support available in school;
- ✚ School based counselling and peer mentoring;
- ✚ Working with outside agencies to provide interventions for pupils with health problems.
- ✚ Referral to Child and Adolescent Mental Health Services (CAMHS).

Supporting staff who are working with pupils with mental health issues.

County Upper School has a clear commitment to staff emotional health and well-being and we acknowledge that staff who are working closely with distressed pupils, who may be exhibiting mental health problems and/or well-being issues, can themselves be placed under emotional strain.

We have a nominated staff MH lead where staff can seek support and all staff are welcome and encouraged to approach senior leaders.

Date: February 2022 (co-ordinator to review annually)

Review date: February 2023