



Redwood
Secondary
School

**Mental Health and
Well Being Policy**

2024

Policy Statement - February 2023 (reviewed and updated March 2024)

At Redwood, we are committed to supporting the positive mental health and wellbeing of our whole school community (learners, staff, governors, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued:

“Everyone is nurtured, valued and empowered.” Redwood Mission Statement.

We endeavor to ensure that learners are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that learners are offered advice about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At Redwood 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 is everybody’s concern and that we all have a role to play.

Supporting Positive Mental Health is an integral part of every day for everyone at Redwood and the Safeguarding Team play a vital role in this.

Staff Wellbeing

The governors and leadership team are committed to supporting the well-being and the work-life balance of staff. The Mental Health and Well-being steering team consists of staff members representing all roles within the school, who will meet on a regular basis and provide a forum for issues of well-being and work-life balance within the school.

The Steering Group that has been created will support the Staff Wellbeing team when they organise staff social events and offer suggestions for future actions in the organisation. Staff Wellbeing anonymous surveys will take place throughout the academic year. The findings from this to be fed back to SLT and Governors.

The school uses the support of PAM Assist services and employees are encouraged to access this free service. Staff are signposted to this by use of posters and reminders in staff briefings. During appraisals and back to work meetings this service is also discussed by the appraisers or senior staff.

Staff will be encouraged to voice suggestions via a confidential Staff Suggestion Box that is to be reviewed every month and suggestions/ feedback shared with SLT. Staff are also encouraged to raise any concerns via their appraiser, line manager or the Senior Mental Health Leads.

Teaching about mental health

At Redwood we take a whole school approach to promoting positive mental health, aiming to help learners become more resilient, independent and successful. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management (Behaviour Policy).
- Helping learners socially to form and maintain relationships. If there is difficulty with this then we have a “friendship” intervention group that can be accessed via the Safeguarding Team. Mental Health First Aiders are also to offer immediate support and provide opportunity for students to be “listened” to.
- Helping learners to feel comfortable about sharing any concerns or worries. This is done by our strong Pastoral Team of Middle Leaders and our Safeguarding Team. This is also an expectation for any class leads and support staff to report any concerns to the relevant key staff members.
- Teaching learners emotional skills and an awareness of mental health, so that they understand their emotions and feelings better, both in our extended Tutor times and delivery of the PSED Curriculum. Positive wellbeing is promoted throughout all school activities. Through a carefully planned approach to our PSED curriculum our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens. Specific themes in our PSED Curriculum that promote positive emotional health and wellbeing include:

Anxiety and Trust

Tolerance

Cyber Safety

Growth Mindset

Helping Others to Get Help

Mindfulness

Self-Image

Anger – Difficult Feelings and Behaviour

Stress

Problem Solving and Time Management

Self-Worth

Relaxation

Dealing with Failure

Sleep

Dealing with Adversity

Responsibility and Inspiration

Body Language and Communication

Respecting Others – Boundaries and Beliefs

- Promoting self-esteem and ensuring learners understand their importance in the world.
- Helping learners to become more resilient and to manage setbacks.

- Identifying learners who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers. (CAHMS/Thrive)
- Supporting and training staff to develop their skills and their own resilience.

We promote a mentally healthy environment through:

- Promoting our Redwood school values every day and encouraging a sense of belonging. (Redwoodian awards)
- Promoting pupil voice and opportunities to participate in decision-making. (Ambassadors)
- Celebrating academic and non-academic achievements. (Arbor and behaviour policy)
- Promoting the use of the 7 Redwood Values. (pastoral assemblies)
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect. (RESET Room/ Interventions with Safeguarding Team)
- Enabling access to appropriate support via our Intervention referral process. (Safeguarding)
- Mental Health and PSED Core Curriculum offer for all year groups.
- Mental Health and well-being Curriculum Day during Children's Mental Health Week. EQE outdoor activities and sessions are offered to some of our learners and delivered by a group of fully trained Redwood' staff. Redwood also offers a variety of Learning Outside the Classroom opportunities on a daily basis and several residential experience offers for all year groups are timetabled into each academic year.

We pursue our aims through:

- Universal, whole school approaches. (The 5 Ways to Wellbeing)
- Support for learners going through recent difficulties including bereavement, child protection issues and changes in care arrangements. (LAC/CIN) Ongoing Intervention requests led by the Safeguarding Team that all staff can access and make referrals.
- Specialised, targeted approaches aimed at learners with more complex or long-term difficulties including attachment disorder.
 - Extending our tutor times to ensure that time is given every morning to emotional resilience, team building and communication activities.

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Key staff supporting Mental Health at Redwood School

Headteacher - Paul Evans
 Deputy Headteacher - Joanne Connor
 Senior Mental Health Lead - Justin Axon
 Designated Safeguarding Lead - Sinead Walsh
 Student Health & Wellbeing – James Fallows

Safeguarding Team – Abi Tasker, Saj Bibi, Sarah Ashworth Grimes, Nicola Wright & Natalie Whitehead

All these staff play an active role in the following:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSED lead re: teaching about mental health. Support the behaviour team and attend behaviour meetings.
- Provide advice and support to staff and organise training and updates. (CPD) e.g. Mental Health First Aid training. Signpost staff to use the PAM Assist service for support.
- Liaise with the Safeguarding Team and mental health services and make referrals to them.

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSED curriculum and via activities delivered in our extended tutor time.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or ‘circle of friends’ activities.
- Managing feelings resources e.g. ‘worry boxes’.
- Managing emotions resources.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Beewell Survey- analysed on an annual basis and from these referrals and recommendations for PSED and Curriculum experiences incorporated into our Redwood offer.
- The Boxall Profile.
- Emotional “Wishes and Feelings” activities.

Designated “Well-being” days have been incorporated into our Curriculum Calendar. These are used to promote and embed the Five Ways to Wellbeing.

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support if it is needed.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a learner’s poor mental health, including:

- Attendance

- Punctuality
- Relationships
- Physical indicators
- Negative behaviour incidents and patterns
- Family circumstances/ changes
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Leads or the Mental Health and Wellbeing Leads, as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood/ behaviour incident increase
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism.

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, Class teachers and Safeguarding team led by the DSO, to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible. One of the Senior Mental Health Leads attends each weekly Safeguarding and Behaviour meeting, to ensure that they are kept up to date with any interventions and change in approach/ strategy.

Working with parents and carers

Parents or carers can also approach or contact the class teacher if they have mental health concerns. This will be cascaded to the Safeguarding Team for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their learners.
- Make our emotional wellbeing and mental health policy easily accessible to parents.

- Keep parents informed about the mental health topics taught in PSED and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Leads or the Safeguarding Team will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Discuss how parents can support their child through strategies or signposts to parenting support groups such as Thrive and CAHMS.

Working with specialist services

As part of our targeted provision, the school work closely with other agencies to support learners' emotional health and wellbeing. Learners may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Family Services
- Therapists
- Family support workers
- Counselling Services via THRIVE

Training

As a minimum, all staff will receive annual training about recognising and responding to mental health issues. This may be as part of their regular child protection training and Safeguarding updates, in order to enable them to keep pupils safe. Annual CPD will also be delivered by the Mental Health Leads around new initiatives and updates. Training opportunities for staff who require more in-depth knowledge will be considered as part of our CPD offer and Mental Health First Aid training will be offered to key staff and courses offered to the Mental Health and Wellbeing steering group.

Links to other policies: Safeguarding, Behaviour, PSED
Policy created by Emily Murphy and Justin Axon
To be reviewed March 2024