

Mental Health & Wellbeing Policy



THE EARLS HIGH SCHOOL
AD 1652

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Signature of LGB Chair

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1. Intent, aims and responsibilities

1.1. Statement of Intent:

At The Earls High School, we are committed to promoting positive mental health and emotional wellbeing for all the members of our school community, staff, governors, students and their families. We place great emphasis on developing our students into kind, compassionate and caring individuals, people who will support and help others. Our established safeguarding culture allows students' voices to be heard and through the use of effective policies and procedures and excellent staff training, we ensure a safe and supportive environment for all affected by mental health issues.

The following definitions of mental health illustrate and guide our approach.

“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 Organisation: 2014)

“Mental Health is a positive concept rather than a deficit attribute. Mental health is a continuum, with good mental health at one end of the spectrum and mental illness at the other. We all move along this continuum and there will be times when most people need more support than at other times. Being able to recognise this is crucial in order to make positive changes.” (Positive Mental Health - A Whole School Approach: Glazzard & Bostwick 2018)

1.2. Scope

This document describes our approach to promoting positive mental health and wellbeing for all the members of our school community, staff and students alike. This policy is intended as guidance for all staff, parents and governors. A version aimed at students is also available.

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

- Child Protection and Safeguarding policy – regarding the reporting of concerns.
- Medical Policy in cases where a student's mental health overlaps with or is linked to a medical issue.
- SEND policy where a student has an identified special educational need.
- Behaviour Policy

This policy takes into account the following documents:

- Keeping Children Safe in Education: (DfE,2021)
- The Equality Act 2010
- The Special Educational Needs and Disability Code of Practice (DfE 2015)
- Promoting children and young people's emotional health and wellbeing: A whole school and college approach (PHE, 2021)

- The Education Staff Wellbeing Charter, (DfE, 2021)
- The NEU Mental Health Charter (NEU, 2019)
- Health Survey 2017 The Mental Health and Wellbeing of Education Professionals (Education Support Partnership, 2017)

1.3. Consultation

This document was written in consultation with staff, students and parents, while taking into account a broad range of relevant literature and research. The process of consultation and its outcomes are summarised in Appendix D.

1.4. Aims

At our school, we will promote positive mental health for every member of our staff and student body. In addition to promoting positive mental health, we recognise and respond to mental ill health. We pursue these aims through our:

Culture and leadership: The Earls High School's culture of Excellence, Care and Partnership embodies our approach to mental health and wellbeing. We promote trust and openness and a culture where we acknowledge our own and other's strengths and areas for development without fear of judgement. We recognise that happy staff produce happy students. The Earls staff and governors commit to *The Education Staff Wellbeing Charter* (DfE, 2021)

Support for Students: Students receive helpful education in managing mental health, resilience and how to support others. Mental Health education is framed positively, with a focus on developing resilience and finding solutions rather than a list of mental health problems. Students know where to go to seek help and feel confident in doing so.

Support for Staff: Staff are supported in their professional development. Line-managers are trained to support their colleagues and recognise the early signs of mental ill health. Change, when necessary is managed through consultation with a focus on staff workload and professional autonomy. Systems to support the quality of relationships with colleagues and students are designed to reduce conflict and deal with unacceptable behaviour

Clear Systems: Staff know how to support their students and each other. There are clear referral systems in place for students, and staff know how to seek support for themselves and their colleagues.

Excellence in Training: Teachers and other school staff are not trained medical professionals. However, teachers are supported through regular training to identify the signs of specific mental health conditions and how to refer students for additional support. The school has a Mental Health Lead who supports the training of other staff, making use of professional development opportunities from a range of mental health training providers, such as Minds Ahead, Place2Be and the Anna Freud Centre.

1.5. Responsibilities

This policy aims to ensure all staff take responsibility to promote and support the mental health of students and each other.

1.5.1. General Responsibilities

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the relevant Year Coordinator. If there is a concern that the student is high risk or in danger of immediate harm, the school's Safeguarding procedures should be followed. If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

If a member of staff is concerned about the mental health or wellbeing of a colleague or themselves, they may wish to talk to a mental health first aid trained colleague, their line manager or a member of the leadership team for confidential support.

1.5.2. Specific Responsibilities

Designated Mental Health Lead – The headteacher will nominate a member of the SLT to be the Mental Health Lead. This person acts as a point of contact for parents, students, staff and external agencies and represents a strategic commitment to mental health. The senior leader ensures that mental health provision is appropriately led, managed and evaluated. A key part of the role is to focus on whole school approaches to promote good mental health.

Designated Safeguarding Lead and deputy DSLs– The role of DSL with regard to this policy is to ensure that safeguarding procedures are understood and followed with respect to issues associated with the mental health of students. CPOMS will be used to record incidents and actions associated with a student's mental health.

Special Educational Needs Coordinator – The role of SENCo with regard to this policy is to assess and support young people on the SEND register designated as SEMH.

Mental Health First Aiders – Are trained to provide informal support and advice to teaching staff outside of the line-management structure. A list of Mental Health First Aiders will be kept alongside the conventional First Aid trained staff in the staff handbook.

1.6. Workload Impact Assessment

This is a new policy, written with the input of staff, parents and students. It imposes no new duties on teaching or support staff. The process of raising concerns and managing disclosures is the existing statutory process covered in the Child Protection and Safeguarding Policy. Heads

of Faculty have no additional duties to support the wellbeing of their staff but are provided with more support to do so. Any additional training for teaching staff will be delivered during directed time. The Policy defines a new role of designated Mental Health Lead. This will be a member of the Senior Leadership team who will be allocated sufficient time to perform the role. The full workload impact assessment for this policy is included in Appendix C.

1.7. Policy Review

This policy will be reviewed every three years unless significant changes to national policy and guidance require a more frequent review.

2. Supporting Students

2.1. Raising concerns and managing disclosures

Disclosures associated with a student's mental health will be treated in the same way as any other safeguarding disclosure.

Staff should report any concerns via the safeguarding@earls.dudley.sch.uk email and copy to the relevant Year Coordinator. Our safeguarding procedures are fully embedded and well understood by all staff. Staff have a duty to report minor concerns because these can help to build up a bigger picture. The relevant sections of the school's Safeguarding and Child Protection Policy are:

Section 6 – Confidentiality

Section 7 – Communication with Parents

Section 8 – Whole staff responsibilities and school procedures

Section 9 - Dealing with disclosures (and Appendix 2)

Concerns regarding a student's mental health will be logged on CPOMS by the safeguarding team and actioned appropriately.

2.2. Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves, and others, physically and mentally healthy and safe are included as part of our PSHE curriculum and our assembly programme.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and> . Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. This building of resilience is central to our teaching about mental health.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy

and safe, as well as supporting students to support any of their friends who are facing challenges. Our current PSHE curriculum maps can be found by following this [link](#) for KS3 and this [link](#) for KS4.

The use and misuse of Social Media has a significant impact on the mental health of our students. Managing the use of Social Media and avoiding its pit falls is included in our PSHE programme, our KS3 ICT curriculum and through frequent assemblies.

We acknowledge that necessary Pre-pupil and public exams can induce significant stress for our students, especially in KS4. Managing this stress is a major focus of our Year 10/11 parents information evenings, where support is provided for parents and students.

2.3. Supporting students with Mental Health Issues

Support exists through both the SEND system and pastoral/safeguarding teams. Some students are identified as having a special educational need within the core area of Social, Emotional and Mental Health (SEMH). These students will be supported according to the processes described in the School SEND Policy under the direction of the SENCO.

We recognise that many students, not on the SEND register will from time to time suffer with their mental health, and these students will receive support through the pastoral system. It is when a student's mental health concerns begin to have a significant and sustained impact on their learning that they will be considered by the SENCO for support under the SEND structure.

The mental health of some students will have a negative impact on their behaviour around school. To minimise this impact while supporting mental health, we base our behaviour code on simple principles, consistently applied and positively framed, with an emphasis on restorative practice. When staff apply our behaviour system they have a responsibility to respect individual students and be aware of their specific needs.

2.3.1. Warning Signs

Staff may become aware of warning signs which indicate a student 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 alert the appropriate member of the pastoral team and SENCO where appropriate.

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

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 feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

2.3.2. Sources of Support

Sources of support for students are grouped under the following three categories:

- School Based Support
- Community Support
- Online support

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, social spaces, toilets etc.) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

2.3.3. Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness, those living in households experiencing domestic violence and those who identify as LGBT+.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.

- Working closely with Dudley Children's Services, CAMHS and the school nursing service.
- Carrying out an Early Help Assessment for children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Discussing options for tackling these problems with the child and their parents /carers.
- Providing a range of interventions that have been proven to be effective.
- Ensure young people have access to pastoral care and support, as well as specialist services so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

2.4. Working with parents

Unless there is an overwhelming safeguarding concern, parents should be involved in discussions and interventions that support their children's mental health and wellbeing. We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

The pastoral team will ensure a record of the meeting and points discussed/actions agreed are added to the pupil's record as an action on CPOMS and an Pastoral support plan created if appropriate.

2.5. Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Nominated members of staff will also receive professional Mental Health First Aid training. Staff training will take place during directed time and will be part of the annual CPD plan. At times, the training plan may be altered to address an emerging need.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

3. Supporting Colleagues

3.1. Organisational Commitments

The Earls High School commits to prioritising the mental health and emotional wellbeing of its staff. We recognise that working with young people is stressful and challenging, whatever your role. Our culture of Excellence, Care and Partnership embodies our approach to mental health and wellbeing. We promote trust and openness and a culture where we acknowledge our own and others' strengths and areas for development without fear of judgement. We recognise that happy staff produce happy students. The Earls staff and governors commit to *The Education Staff Wellbeing Charter* (DfE, 2021). The eleven organisational commitments can be found in Appendix B.

In particular, Stour Vale Academy Trust, The Governors and Leadership Team commit to:

Prioritise staff mental health. This means we will tackle mental health stigma and give the same consideration and support to mental health as physical health. We will measure staff wellbeing and act on the findings.

Minimise organisational stresses and avoid unnecessary workload. Much organisational stress can be caused by unreasonably short deadlines, last minute changes, ICT failures, poor behaviour of students and time pressures. All full-time teachers have at least one extra bonus non-contact period over and above the prescribed 10% PPA time. We discourage out of hours communications and a long hours culture.

Give all staff a **sense of professional autonomy**. We employ the best staff and trust them to do their job with autonomy and without intrusive, high stakes Quality Assurance.

Maintain systems to **support the quality of relationships** between colleagues and students, including our behaviour policy, designed to reduce conflict and deal with unacceptable behaviour, maintaining a calm, safe and disciplined environment.

Encourage and model a **culture of support** from colleagues and line managers. Line-managers are trained to support their colleagues and recognise the early signs of mental ill health. Appraisal is rooted in research and development rather than performance targets and graded lessons.

Effective management of change. We acknowledge that change can be stressful. Change, when necessary is managed through consultation and

clear communication, with a focus on staff workload and professional autonomy.

3.2. Workload

- School leaders will work proactively to drive down unnecessary workload, using resources such as the Workload Reduction Toolkit.
- We will aim to be well under the directed time limit and a directed time calendar will be available to staff.
- Any change to policy or process will be subjected to a workload assessment and staff will be consulted prior to any changes being implemented. The full workload impact assessment for this policy is included in Appendix C.
- Marking and feedback policies are developed at a faculty level and minimising workload is a critical element of our approach in this area.
- Senior and middle leaders recognise that they have a responsibility not to (even subconsciously) project an attitude that leads to a long hours culture.
- Flexibility is supported, many staff are part-time at school. We have a generous approach to supporting family life, with requests for leave supported without question.

3.3. Communication and engagement

Clear guidelines for electronic communication are provided in the staff handbook. The aim is to minimise unnecessary communication and reduce pressure on staff. Whole staff emails are generally avoided and such information is condensed into a weekly bulletin. Out of hours emails should not be sent unless in an emergency (staff are guided to use the “send later” option so that they can work unsociable hours if it suits them personally) and there is certainly no expectation on staff to answer such emails.

Meetings are clearly timetabled in advance with a clear agenda. The chair of each meeting should endeavour to stick to time and provide a brief summary of decisions and agreed actions.

Staff voice is actively sort in all decision making. As well as regular meetings for faculty pastoral and support staff teams, termly open forums with the Head and senior staff are held along with regular meetings with trade union representatives. Any change to policy or process that impacts on the staff body is sent out to consultation. We look for ways to encourage a sense of community with non-work related social activities.

Appendix A – Resources to support staff

We support the view in the Education Staff Wellbeing Charter that staff should be empowered to take ownership of their own wellbeing and look out for the wellbeing of others. We will ensure that staff know how to access appropriate guidance, support and tools.

[Qwell](#) is a support platform developed by Kooth Work, who also work for the NHS and provide the Kooth digital support platform used by children and young people in many schools in Dudley and Sandwell including The Earls. Qwell is completely anonymous and provides free access to a safe peer support network, self therapy and professional 1-2-1 counselling chat. Staff can use it on their computer or mobile phone whenever you need to.

[Supporting staff wellbeing : Mentally Healthy Schools](#) – a website from The Anna Freud Centre with a directory of useful resources.

[Supporting Staff \(annafreud.org\)](#) – A site where you can find out more about staff wellbeing, and access useful tools and resources to help, on the Anna Freud Centre's '5 Steps to Mental Health and Wellbeing' framework

[Home | Education Support](#) - Education Support is a mental health charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers and support staff in schools and further education settings.

[Home – Mental Health At Work](#) - website curated by Mind, supported by The Royal Foundation. It is a first stop to find documents, guides, tips, videos, courses, podcasts, templates and information from key organisations across the UK, all aimed at helping individuals and organisations get to grips with workplace mental health.

Organisational commitments

In signing this charter, this school, college or trust commits to placing wellbeing and mental health at the heart of our decision making. We will support staff to make positive choices for their own wellbeing and encourage a collegiate culture across and between all roles in the school or college. **Specifically, we commit to develop a long-term strategy for improving staff wellbeing that will:**

1 Prioritise staff mental health

We will:

- tackle mental health stigma within the organisation, promoting an open and understanding culture
- give the same consideration and support to mental health as physical health, including in the management of staff absence
- fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable
- channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling
- ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support

2 Give staff the support they need to take responsibility for their own and other people's wellbeing

We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the

different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

3 Give managers access to the tools and resources they need to support the wellbeing of those they line manage

We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.

4 Establish a clear communications policy

We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally.

5 Give staff a voice in decision-making

We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others.) In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that, as per commitment, they are able to share their experience confidently and safely.

6 Drive down unnecessary workload

We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

7 Champion flexible working and diversity

We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.

We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.

8 Create a good behaviour culture

We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support teachers to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.⁴

9 Support staff to progress in their careers

We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.

10 Include a sub-strategy for protecting leader wellbeing and mental health

We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.

11 Hold ourselves accountable, including by measuring staff wellbeing

We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes.⁵ Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

⁴ Please refer to DfE's guidance on mental health and behaviour: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2.

⁵ Please refer to charter's host page www.gov.uk/guidance/education-staff-wellbeing-charter for guidance on these tools and their limitations.

Appendix C – Workload Impact Assessment

Policy	Mental Health & Wellbeing
Proposed date of implementation	1 st December 2021

The following checklist should be used and made available to staff on completion before a new or revised policy is introduced.

Criteria	Yes/No	Additional notes
The policy complies with and is consistent with teachers' contractual entitlements. ¹	Yes	
The policy and any related procedures will be introduced following consultation with the school staff	Yes	The consultation period is from 1st Oct – 15th Oct 2021
The policy and any related procedures include a specific statement regarding workload impact.	Yes	Throughout the document and specifically in section 1.6
The policy has been piloted/trialled to enable an assessment of workload impact to be made.	No	Any actions for teaching and support staff are consistent with their current duties under the Child Protection and Safeguarding Policy
The policy and related procedures have not added additional hours of working, or limited/reduced other school procedures.	Yes	As above. In addition, the policy draws on the work of the NEU and NASUWT both of whom contributed to the “Education Staff Wellbeing Charter” which this policy adopts.
The policy does not duplicate any other existing policy.	Yes	There are no similar policies in place.
Any similar policies have been reviewed to assess whether any are outdated and unnecessary.	Yes	There are no similar policies in place.
The school has identified the resources necessary to support the policy, including staff time, any additional support staffing and appropriate equipment.	Yes	A voluntary working group of teaching and support staff helped draft the policy. Heads of Faculty gave their input during their annual conference.
Implementation of this policy will not result in additional meetings/activities that have not been identified within the school calendar, published and revised in consultation with staff.	Yes	There are no additional meetings associated with this policy. Any whole staff training will be conducted during directed time.

¹ [School teachers pay and conditions document 2017](#)
[The Burgundy Book](#)

All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.	Yes	A costed annual training plan sits behind the policy. A designated Mental Health Lead is currently receiving training.
The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.	Yes	Reviewed every three years.

Appendix D – Consultations with stakeholders

D1 Staff working group

A staff working group, representative of the whole staff body (including teachers, learning support staff, and non-teaching colleagues) met twice during the summer term 2021, with the express aim of having an input into the writing of the Mental Health and Wellbeing Policy. In addition, staff were asked their views on the newly published Education Staff Wellbeing Charter.

Notes from 8th June meeting:

It was agreed that the following two statements were a good summary of our intent.

“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 Organisation).”

“Mental Health is a positive concept rather than a deficit attribute. Mental health is a continuum, with good mental health at one end of the spectrum and mental illness at the other. We all move along this continuum and there will be times when most people need more support than at other times. Being able to recognise this is crucial in order to make positive changes.”

In addition, the scope of the policy was agreed as were the areas to be worked up into formal policy aims.

Scope

*“This document describes our approach to promoting positive mental health and wellbeing for **all the members** of our school community, staff and students alike. This policy is intended as guidance for all staff, parents and governors. A version aimed at students is also available.”*

Policy Aims

The policy will clearly lay out expectations for our

- **Culture** – Care/excellence/partnership
- **Systems** – including a clear referral system
- **The way that we teach about mental health** – emphasis on helping yourself and others, mindfulness, wellness focus as well as MH issues – Aim to keep PSHE in a positive frame... Solutions and ways to help rather than a list of mental health issues.
- **Training requirements** - warning signs and triggers – whole school training – things not to say!

In addition, the group reflected on what different stakeholders would require from the policy (summarised below). As a result of this consultation and on the advice of the working group, further input was sort from parents, Heads of Faculty and the student body.

What students want

Signposting support

Advice on self care

Helping peers

Reporting – asking for help.

Develop resilience – how to overcome challenges with appropriate support.

What staff want

Training for line management – how to support

Commitment to remove/minimalize organisational stresses (rooms/IT)

Zero blame

Simple systems

Guidance on self-care (tool kit)

How to get /give help

What parents want

Clear systems

Resources to help – signpost!

Parenting skills

Who to contact in school

Culture - Listen / Non-judgemental

D2 Parents

An on-line consultation was carried out with Parents in July 2021 as part of the annual parent voice questionnaire. Responses were received from 235 parents. The result of the consultation are summarised below.

Q1) It is important that we attempt to remove some of the stigma around mental health to encourage young people to share concerns about themselves and their friends.

97% agreed or strongly agreed

Q2) School should teach students how to become resilient and able to manage the ups and downs of everyday life.

98% agreed or strongly agreed

Q3) Mental health should be treated as a positive concept, like our physical health. Sometimes our mental health is good and sometime it is less so. There will be times when most people will need some support. Being able to recognise this is crucial in order to make positive changes.

99% agreed or strongly agreed

Q4) I know who to contact to get support when I am concerned about my child's mental health.

69% agreed or strongly agreed, whereas 17% disagreed

Q5) I feel I have sufficient knowledge to support my child with managing their mental health.

82% agreed or strongly agreed, whereas 18% disagreed

Conclusions

Parents are almost unanimous in their view that issues of mental health should be treated by the school in a way that removes stigma and seeks to support and educate. Although four in five parents feel that they have sufficient knowledge about how to support their children with mental health issues, a significant minority would like additional help. In addition more than 30% of parents are not confident that they would know who to contact to get support if they need it. This is a clear indicator of actions that the school must take.

D3 Heads of Faculty consultation

In July 2021 Heads of Faculty were given some brief feedback on the work carried out by the staff working group and then consulted on The Education Staff Wellbeing Charter. They were asked to comment on two different aspects of the Charter. Firstly whether it was felt to be something that the school should sign up to and, if so, to comment on our current strengths and areas for development with respect to the eleven organisational commitments in the charter.

Heads of Faculty were unanimously in favour of adopting the charter as part of the drive towards improving the Mental health and wellbeing of the school community.

D4 Junior Leadership Team Consultation

Eight members of the school Junior Leadership Team were asked the same questions that were put to parents. There was unanimous support for the removal of stigma around mental health and for developing resilience. Like parents, there was less confidence about knowing who to contact with a problem, and the communication of this to the student body should continue to be a priority.