

# WEATHERFIELD ACADEMY

To become the best person you can be.



## Emotional Wellbeing Policy

Mrs S Cox

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## **Introduction**

At Weatherfield Academy, we aim to promote positive mental health and Wellbeing for the whole school community. We pursue this aim using a school approach to Emotional Health Wellbeing and Resilience. We recognise that mental health is a crucial factor in our overall Wellbeing and affects learning, achievement and development.

Our role in school is to ensure that children are able to manage times of stress and change, and that they are supported to reach their potential or access help when it is needed. We also have a role to ensure that we learn about what we can do to maintain positive mental health, what affects our mental health and where we can go if we need extra health and support.

The Department for Education (DfE) recognises that 'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy'.

Our aim is to help develop the protective factors which build resilience to mental health problems and to allow us to 'become the best person you can be...'

- We are all valued
- We feel safe and a sense of belonging
- Positive mental health is promoted and valued
- Bullying is not tolerated

## **Lead Members of Staff**

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

- Joe Selmes- Head teacher
- Sharon Cox - Safeguarding Lead and Emotional Wellbeing Lead
- Katie Phillips - Safeguarding, PSHE and Emotional Wellbeing governor
- Sarah Quinn/Stacey Pearce - Heads of PSHE
- Jools Hamilton-Crickmay - The Base / Sensory Room

Anyone who is concerned about the mental health or wellbeing of a member of our school community should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection office of staff or the

head teacher. Staff members are encouraged to self-refer to the mental health lead if they have concerns about their Wellbeing, or access the Education Support confidential helpline on 08000562561. Students are also encouraged to self refer for support to a trusted adult. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by Sharon Cox, mental health lead.

## **Emotional Wellbeing Plans**

### **(Risks assessments/ Risk reduction plans)**

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals.

This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play
- Any risks to the child or the school community.

## **Teaching about Mental Health**

The skills, knowledge and understanding needed by our school community to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Pupils will have weekly intervention lessons where relevant topics will be taught, across the whole academy. This will include guidance from the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

## **Warning Signs**

School 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 changes of

behaviour, emotional or physical should communicate their concerns with Katie Owen, our mental health and emotional wellbeing lead.

### **Managing disclosures – (following the Safeguarding procedures)**

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

As directed by our Safeguarding Policy, any member of staff, volunteer or visitor who identifies or receives a concern about the safety or welfare of a child should complete a Yellow Safeguarding / Wellbeing Concerns Form, located in the staff room.

On completion of the form the person should take it to the setting's designated member of staff (listed above). If this person is unavailable the form should be taken to whoever acts in his or her absence.

The Emotional Wellbeing lead will provide advice, store the record appropriately and offer support and advice about next steps, for both staff and students. In some events a referral to CAMHS or outside agencies will be made. Referrals will be made to the MDT, (multidisciplinary team) to access extra support, this includes - MHST (mental health schools team), Sorted counselling services, Play therapy, Clinical Psychology, SEND support, Wellbeing support and bereavement counselling.

A review discussion should consider if the previously agreed actions have been completed and if further action or review is required. The key points of this discussion should be recorded on the back of the original Safeguarding - Wellbeing Recording Form and placed in the child's 'Wellbeing file'.

All disclosures will be dealt with confidentiality, unless urgent medical assistance is required.

### **Working with All Parents and Carers**

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website

- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Keep our website current with relevant documents and events in the local area.

### **Supporting Peers**

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs that their friend help (e.g., signs of relapse) Additionally, we will want to highlight with peers:
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

### **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 in order to enable them to keep students safe.

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.

## **Staff Emotional Wellbeing**

At Weatherfield we are aware of the importance of staff wellbeing. School staff often juggle multiple tasks and demands, so a focus on staff wellbeing is very important. Taking good care of staff both emotionally and practically helps them to perform to the best of their ability and ensures that they are better able to support pupils. Workloads, deadlines and challenging behaviours can all impact negatively on the wellbeing of school staff.

Poor mental wellbeing may impact on their ability to manage during key moments of stress in the classroom or at school. Staff who have good mental wellbeing are more likely to have the necessary resources to be able to manage and plan during or after stressful episodes whether with a pupil, a class, a colleague, an inspector or a parent.

Good staff wellbeing can have a number of benefits for schools including:

- Positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)

Staff being able to manage stress better and develop healthier coping strategies

Improved job satisfaction, which can support retention

Staff feeling valued, supported and invested in

We have a dedicated Staff Emotional Wellbeing Team, who meet regularly to discuss opportunities for planning events to boost and encourage staff, including family fun days, fitness and initiatives.

The ethos and environment of the Weatherfield is to ensure that our school community feels safe and secure both physically and emotionally.

### **Members of Weatherfield Emotional Wellbeing Team**

Keely Hoare (Office)

Laura Cochrane (Finance)

Matt Charlesworth (Premises)

Annaliese Giddings (KS2 Teacher)

Sarah Quinn (KS3 Teacher)

Stacey Bowles (KS3 Teaching Assistant)

Martin Samm (KS3 HLTA)

Nicole Walton (KS3 Teaching Assistant)

Jordan Harding (KS4 Teaching Assistant)

Ashley Stackhouse (KS4 Teacher)

Miranda Harrington (KS4 Teacher)  
Sarah Berresford (KS5 Teaching Assistant)