



# SWA Student Mental Health and Wellbeing Guidance

## 1. Rationale and Aim

At Samuel Whitbread Academy, we are committed to supporting the mental health and well-being of all in our community. We are a values-driven school and put student safety and welfare at the heart of all that we do. At Samuel Whitbread, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

The World Health Organisation defines Mental Health as “not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes 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.”

All people have mental health, just as we have physical health and this can change as the circumstances of life change.

The terms emotional and mental wellbeing are often used interchangeably to describe mental health.

Everyone experiences good and bad periods of life when their mental wellbeing changes, just as our physical health changes. When an individual's mental health deteriorates such that negative thoughts and feelings impact on their ability to take part in day to day activities, then it is likely that support is needed with mental health.

Stress can be defined as the degree to which an individual feels overwhelmed or unable to cope as a result of pressures that are unmanageable. Stress can cause mental health problems and mental health problems can cause stress.

Some people develop a mental illness or a mental health disorder. This is different from having poor mental health and more typically has a more detrimental impact across many areas of an individual's life than episodes of poor mental health. Mental illness is generally an illness or disorder with different signs and symptoms that affect the way people think, feel, behave, or interact with others which would be diagnosed by a mental health professional. 1 in 10 children will experience mental illness in their lifetime. Some of the more commonly diagnosed disorders are Depression, Anxiety and Eating Disorders.

The Equality Act (2010) defines a disability as any physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. Substantial is often defined as more than minor or trivial and long term means 12 months or more.

## 2. Guidance

This guidance has been constructed using relevant legislation and guidance, but not exclusive to, include:

- The Equality Act 2010;
- Mental Health and Wellbeing in Schools (DfE, 2018)

## 3. Procedure

To support student well-being within Samuel Whitbread Academy:

Universal provision:

We believe that all students should be taught that school is a safe place, that they should be encouraged to talk about and understand their mental health, and be provided with strategies to manage their wellbeing and to live fulfilled lives.

- Conduct an annual student well-being survey to measure levels of well-being at the academy which will enable us to target support in the right areas.
- Promote health and wellbeing - following these key steps:
  - Speak openly about Mental Health, and encourage each other to get support where needed.
  - Encourage a healthy diet and hydration
  - Encourage healthy sleep hygiene
  - Take regular time out to relax
  - Believe in ourselves, and learn to manage negative feelings.
  - Developing emotional resilience
  - Spend time with friends and family
  - Encourage physical exercise
  - Help others by speaking openly, listening to each other and seeking advice and guidance from other people such as mental health specialists.
- Safeguarding processes for all
- PSHE programme to be run through form time, with additional outside speakers.
- Form time, assemblies
- Whole school inclusion and wellbeing
- Student Voice - Student Leadership Group
- Support for students at risk of self-injury by following our behaviour policy in relation to bag searches.

How we will support individuals experiencing mental health difficulties:

Referrals can be from student, parent, staff, outside agencies, and from previous schools during transition.

Where we are made aware of a young person with mental health needs on transition, we will work with the previous school to create a support plan for them.

When a referral is received we will do the following as required on a case by case basis:

1. Note down the issues faced by the young person. This would be better during an arranged meeting so that adequate time can be given, but more serious issues and emergencies will be made without this.
2. Start a Round Robin on the young person, gathering evidence from all staff in school who work with them. Check the impact on progress.
3. Contact parents if needed. This should always be the default position unless the member of staff has a good reason not to, this would usually be related to the safety of the young person.
4. Meet Parents. If needed.
5. Create PPP. Share with teachers and parents and pass on for addition to SEN reg and SIMS

## Our Mental Health Provision map:

Stage 1 – Universal, general, whole school	Stage 2 – small group	Stage 3 – more intense 1:1 and outside agency
<ul style="list-style-type: none"> <li>• Daily tutor check-in</li> <li>• Time out card (to step outside of the room, in dept)</li> <li>• PSO weekly check-in</li> <li>• Staff advice given</li> <li>• Work differentiated</li> <li>• Feedback to parents</li> <li>• RAG timetable</li> <li>• Encourage extra-curricular attendance</li> <li>• Encourage out of school clubs and activities</li> <li>• HW club</li> <li>• Regular review</li> <li>• Bag Searches</li> </ul>	<ul style="list-style-type: none"> <li>• PSO daily check-in</li> <li>• Time out card to a safe zone (Student services or Learning Support)</li> <li>• Mentor in school, small group (Learning Support, Head of House etc.)</li> <li>• Temporary timetable modification</li> <li>• Students as Peer Mentors</li> <li>• Self Esteem Group (6weeks)</li> <li>• Managing Emotions group (6 weeks)</li> <li>• Frustration and tolerance group (6 weeks)</li> <li>• Social Skills Group (6 weeks)</li> <li>• Study Skills group</li> <li>• GRIT Boxing therapy</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 mentor</li> <li>• Academic catch up (Inclusion)</li> <li>• Drawing and Talking</li> <li>• Permanently modified curriculum</li> <li>• Outside agency referral: <ul style="list-style-type: none"> <li>◦ CAMHS</li> <li>◦ Chums</li> <li>◦ Grand Union</li> <li>◦ Open door</li> <li>◦ Children's Social Care – EHA</li> <li>◦ Relate for parents</li> <li>◦ Counselling (MIND)</li> <li>◦ Medical Needs Service</li> <li>◦ Art Therapy</li> <li>◦ Seeds of Change</li> </ul> </li> <li>• Alternative provision – ACB, and others</li> <li>• Work Experience - EBP</li> </ul>

We have a wide range of support services for those individuals who need further and more bespoke support. This work will be overseen by the Year Team, and involve the Learning Support Department where necessary.

### 4. Links with other Policies

This guidance should be read in conjunction with school policies including, but not limited to:

- Equality Policy
- Anti-Bullying Policy
- Safeguarding
- Behaviour
- SEN
- Supporting Students with Medical Needs

### 5. Monitoring and Evaluation

- A student survey is conducted annually
- Monitoring of data in CPOMs
- Monitoring of referrals to outside agencies, and feedback from providers.

### 6. Implementation and Review

This guidance can be found on the Academy's website and will be reviewed annually.

### 7. Author and Date

Thomas Rowell - February 2021  
Reviewed TAR – February 2022  
Reviewed TAR – February 2023  
Reviewed TAR – January 2024  
Reviewed TAR – January 2025

Date ratified by Principal – February 2025  
Next review date – January 2026

8. Appendices

<b>[Academy/Nursery Name] RISK ASSESSMENT</b>		<b>[Risk Assessment Title]</b>	
Assessment completed by:		Date Completed:	
PRINT NAME:		Next Review Date Due:	

Hazard / Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA	
				In Place	Adequate
[List each hazard/risk separately]			<ul style="list-style-type: none"> <li>[List all normal control measures in bullet point list]</li> </ul>		
			<ul style="list-style-type: none"> <li></li> </ul>		
			<ul style="list-style-type: none"> <li></li> </ul>		
			<ul style="list-style-type: none"> <li></li> </ul>		

Risk assessment template [Insert RA name]

<b>Additional Control Measures</b> <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	<b>Action by Whom</b> <i>(list the name of the person/people who have been designated to conduct actions)</i>	<b>Action by When</b> <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	<b>Action Completed</b> <i>(record the actual date of completion for each action listed)</i>	<b>Residual Risk Rating</b>
<b>Reviewed by:</b> <b>Signature:</b>	<b>COMMENTS:</b> <i>Record any comments reviewer wishes to make. Including recommendations for future reviews.</i>			
<b>PRINT NAME:</b>				

RESIDUAL RISK RATING	ACTION REQUIRED
<b>VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring</b>	<b>The activity must not take place at all.</b> You must identify further controls to reduce the risk rating.
<b>HIGH (H) Possibility of fatality/serious injury occurring</b>	You must identify further controls to reduce the risk rating. Seek further advice, e.g. from your H&S Consultant.
<b>MEDIUM (M) Possibility of significant injury or over 7 day absence occurring</b>	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.
<b>LOW (L) Possibility of minor injury only</b>	No further action required.

Risk assessment template [Insert RA name]