



Mental Health & Wellbeing



WHAT IS MENTAL HEALTH & WELLBEING?

... 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 Organization. Strengthening mental health promotion.
Geneva: WHO; 2001.*

- We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.
- *Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.*
- The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.
- *All children go through ups and downs through their school career and some face significant life events. About 10% of all children aged 5-16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. Children with learning disabilities are 4 and a half times more likely to have a mental health problem than children without a learning disability. (Emerson and Hatton, 2007).*
- The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

How do we support pupil and staff mental health and wellbeing at Boston Endeavour Academy?

Mental Health and Wellbeing Policy

We aim to be a 'total communication school' with an 'Open Door Policy'

We aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

BEA fully complies with the CIT Staff Wellbeing Policy

We subscribe to the NHS 5 steps to mental wellbeing

We make use of the Zones of Regulation framework across the school.

Staff Wellbeing board with information and pick-me up washing line.

Staff wellbeing treat days

NHS 5 Steps to Mental Wellbeing

1. CONNECT WITH OTHER PEOPLE –
THROUGH SHARED PLAY

2. BE PHYSICALLY ACTIVE
P.E.
GYMNASTICS
TENNIS
GOING FOR A WALK
FOOTBALL
PLAYGROUND

3. LEARNING NEW SKILLS
ESPECIALLY THOSE THAT PROMOTE
INDEPENDENCE

BOOSTS SELF-CONFIDENCE

4. GIVE TO OTHERS

- CREATING POSITIVE FEELINGS AND A SENSE OF REWARD
- GIVING YOU A FEELING OF PURPOSE AND SELF-WORTH
- HELPING YOU CONNECT WITH OTHER PEOPLE

5. PAY ATTENTION TO THE PRESENT MOMENT (MINDFULNESS)
ACTIVITIES IN CLASS DURING THE DAY.

How does Mental Health and Wellbeing look in 2022?

The Children's Society Good Childhood Report 2022 states that around 1 in 16 children (6%) aged 10 to 15 in the UK are unhappy with their lives, and almost 1 in 8 (12%), an estimated 562,000 of 10-15 year olds, are unhappy with school.

The report has been published in a period of unprecedented uncertainty for children, young people and families in the UK, as society continues to find its way through new Covid variants, a cost-of-living crisis, and the impact of global events such as the war in Ukraine.

The current cost of living crisis is having a significant effect on families, with 85% of parents and carers surveyed in 2022 saying they are concerned about how it will affect their families in the next year, especially as over a third of parents and carers reported they already struggled with costs of school trips and uniform over the last year.

The Good Childhood Report 2022 | The Children's Society (childrenssociety.org.uk)

Roles & Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. We expect all staff to engage with training which supports them in understanding their roles and responsibilities in relation to the wellbeing of the pupils in our care.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. We understand that, collectively, we are the front line in supporting our pupils' mental health to be the best it can.

Mental Health Leads

- work with other staff to coordinate whole school activities to promote positive mental health.
- *consult with pupils on activities to promote mental health in school*
- provide advice and support to staff and organises training and updates.
- *keep staff up-to-date with information about what support is available for themselves and for pupils.*
- liaise with the RSHE Leader on teaching about mental health
- *are the first point of contact and communicates with mental health services regarding whole school initiatives.*
- lead on making referrals to specialist services including MHST and CAMHS.
- *links with organisations providing financial support to families in need*
- prepare an annual report to Governors regarding mental health and wellbeing in school, including monitoring of vulnerable groups within the school.
- Becky is currently under taking ELSA training and is the CIT Wellbeing Champion for BEA. She is also a member of the CIT Wellbeing Steering Group.



Becky Thompson



Debbie Arrand

Class Leads

- maintain each pupil's communication passport which identifies how best to support their mental health and wellbeing
- helps each pupil to optimum self-regulation using the school-wide Zones of Regulation approach

Home School Liaison Officer

- maintains close contact with families to offer support through periods of difficulty
- leads on multi-disciplinary support to families, including: TAC, ESCO, CaFPM, LAC.

School Safeguarding Team

- ensure that the school is compliant with: Safer Recruitment, checks on volunteers and work experience students, Single Central Record
- is available through our 'Open Door' policy for all staff, parents or visitors to raise any concerns
- ensures that all staff are well trained and in particular understand the key messages of 'it could happen here', 'no worry is too small to mention', 'don't be frightened to escalate if you aren't being heard'.

The School Whistleblowing Champions

- are experienced classroom staff who are confident to support colleagues in taking concerns to senior managers.
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Supporting pupils and staff

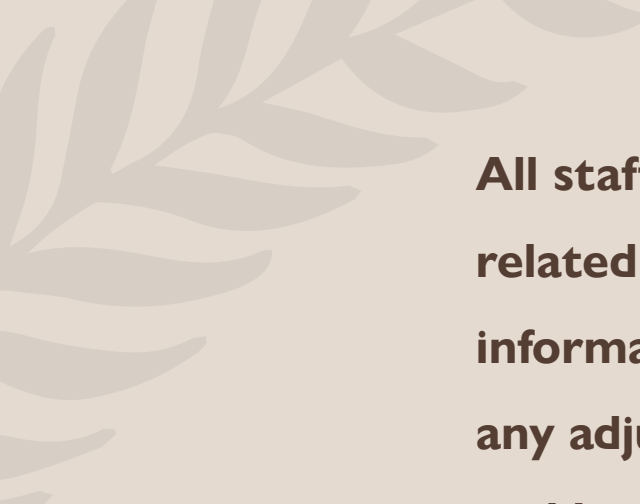


We recognise the stigma that is often associated with mental ill health and seek to reduce this through modelling open dialogue at a leadership level.

We value the work of our professional network and in relation to the mental health of pupils we work closely with:

- ***Mental Health Support Team (MHST)***
- ***Learning Disability Child and Adolescent Mental Health Team (LD CAMHS)***
- ***Social Workers***
- ***Community Paediatricians***

We maintain close contact with pupils experiencing periods of time off school through illness, including through a range of remote learning approaches.



All staff have a return-to-work meeting following any sickness related absence. This provides an opportunity to share information regarding existing mental health conditions, consider any adjustments that may be made to support the staff member and how any ongoing risks to their wellbeing may be mitigated.

Everyone has a bad day and we have debrief procedures in place for pupils and staff to guide them through a structured reflection process following an emotionally challenging episode.

Staff have access to an Employee Assistance Programme (EAP) for confidential and free advice.

