



## Windsor Park CE Middle School

*Learning for Life*

*"Teach me good judgement and knowledge"*

*Psalm 119:66*

## Mental Health & Well-Being Protocol

Author: J Griffiths  
Date of issue: March 2022  
Review cycle: Spring 2

*Respect* ∞ *Resilience* ∞ *Responsibility*

## OUR VISION

# *Learning for Life*

*“Teach me good judgement and knowledge”*

*Psalms 119:66*

**As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.**

## OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

*Respect ∞ Resilience ∞ Responsibility*

## Mental Health and Well-Being Protocol

*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 Organization)*

At Windsor Park Middle School we work towards positive mental health and wellbeing in the whole of our school community, for adults as well as children. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, four children may be suffering from a diagnosable mental health issue<sup>1</sup>. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

### Scope

This document should be read in conjunction with our health and safety policy in cases where a pupil's mental health overlaps with, or is linked to, a medical issue and the SEND policy, where a pupil has an identified special educational need. It also links to the following documents: Anti-Bullying, Behaviour & Discipline, First Aid, Learning for Life, Child Protection and Safeguarding

The protocol aims to:

- Promote positive mental health and well-being in all staff and pupils
- Increase understanding and awareness of common mental and emotional health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families

### Lead Members of Staff

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

- Jen Griffiths and Lucy White – Mental Health Leads
- Duncan Goodfellow and Claire Meldrum – Mental Health Governors
- Claire Howells - Designated Safeguarding Lead (DSL) and SENDCo
- Kjersti Bould – Pastoral Lead and PSHE Leader
- Sally Wilson-Harris - Mental Health First Aider and Senior Mental Health Lead

Any member of staff who is concerned about the mental health or well-being of a pupil should speak to the DSL/Mental Health First Aider in the first instance and record their concerns on MyConcern. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSL.

---

<sup>1</sup> [Mental Health of Children and Young People in England, 2020: Wave 1 follow up to the 2017 survey - NHS Digital](#)

If the pupil 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 CAHMS is appropriate, this will be led and managed by SENDCo.

### **Warning Signs**

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to Claire Howells via MyConcern.

Possible warning signs include (this is not an exhaustive list):

- 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- 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

### **Curricular and Extra-Curricular Support**

We support the mental health and well-being of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity and abides by the school motto of resilience, respect and responsibility
- High profile anti-bullying procedures and policy through corporate posters, assemblies and events
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring and constructive relationships
- Having active listeners, including assistants and adults other than school staff to whom a child may turn
- Enhancing school and classroom layout, facilities and resources, such as our sensory room
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Opportunities for pupil leadership through school council, peer mentors, peer counsellors, sports leaders and subject leads
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Having nurture groups for general well-being as well as specific mental health, such as interventions dealing with anxiety or emotions

*Respect ∞ Resilience ∞ Responsibility*

- Having a strong pastoral structure in place with the vertical tutoring system and key stage leads

### **Staff Support**

We support the mental health and well-being of all staff through:

- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change, e.g. timing of the school day, frequency of reporting to parents and so on
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Work/life balance regularly reviewed and acted upon, i.e. reduction of unnecessary paperwork, admin tasks
- Regular timetabled meetings with line managers
- An open door policy from all line managers
- Built in CPD time for specific tasks to be carried out
- Encouragement of social events

### **Roles and Responsibility**

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing board has adopted this scheme and will assess and monitor its impact annually.
- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

### **Training**

As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils 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 pupils.

*Respect ∞ Resilience ∞ Responsibility*