



# Student Well Being Policy



## Purpose

This policy sets out the framework for a clear and consistent mental health and wellbeing provision by:

1. Promoting positive mental health and wellbeing in all students
2. Increasing understanding and awareness of common mental health difficulties
3. Alerting students/parents to early warning signs of mental ill-health
4. Providing support to students suffering mental ill-health and their peers and parents/carers
5. Promoting physical activity and resilience

## Definitions

*Mental health* is 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. (WHO: World Health Organisation).

## Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or wellbeing difficulties. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the mental health and wellbeing lead ( Social Worker), SENCO, and the relevant safeguarding/pastoral staff.

## **Possible warning signs**

1. Physical signs of harm that are repeated or appear non-accidental
2. Changes in eating/sleeping habits
3. Increased isolation from friends or family, becoming socially withdrawn
4. Changes in activity and mood
5. Lowering of academic achievement
6. Talking or joking about self-harm or suicide
7. Expressing feelings of failure, uselessness, or loss of hope
8. Changes in clothing – e.g. long sleeves in warm weather
9. Secretive behavior
10. Skipping PE or getting ready secretly
11. Repeated physical pain or nausea with no evident cause
12. An increase in lateness or absenteeism

## **Procedures**

### **Referrals**

These are made by either parents, Section Coordinators, SENCO, or teachers. Open and maintain a file for any student referred. Referrals must be filed and safely documented.

### **Observations**

1. Conduct in-class observations
2. Provide written observation reports

### **Individual Counselling Plans (ICP)**

1. Mention reason for referral.
2. Conduct and document counseling sessions.
3. Create and maintain individual counseling reports for individual students.
4. Clarify or specify an action plan for the student (next steps to be taken, progress/no progress).
5. Follow and/or modify existing ICPs.

## **Behavioral Intervention Plan ( BIP)**

1. Place students on a behavioral intervention plan.
2. Follow up routinely or as needed with teachers to determine if a student has met his/her targets.
3. Keep parents informed about the behavioral intervention plan to reinforce strategies and techniques with the child at home

## **Inclusion (Learning) Support Team ( LSU)**

1. Refer cases if needed to the SENCO and HPS Clinic via referral form to determine if there are concerns about specific barriers to learning.
2. Provide counseling for SEN students to develop their social and emotional skills
3. Attend weekly meetings of the LSU.

## **Supportive Documentation**

It is helpful to document the support given to students with mental health difficulties. There are a number of documents that could be used depending on the nature of students' mental health difficulties, including:

*Learning Plans* – Used to summarize students' needs and support strategies that can enable their access to the curriculum;

*Risk Assessments* – Used to manage any risks associated with students' mental health difficulties, including risks to themselves and others;

*Individual Care Plans* – Used to support students with more complex mental health difficulties that overlap with, or are linked to, a diagnosable medical condition that may require medication.

Any supportive documentation should be drawn up involving the student, parents/ carers, and relevant health professionals, and should center on the role that the school can play in supporting students' mental health difficulties.

## **Awareness Programs**

Throughout the academic year, there are programs conducted for students based on the school calendar.

1. Student Induction Week - Meet and Greet the Social Counselor
2. World Mental Health Day ( October )
3. Anti-Bullying Campaign ( November)
4. Kindness Challenge ( January)

## **Roles & Responsibilities**

### **Principal**

1. Ensuring that the Well Being Policy is revised, shared, and implemented.
2. Ensuring that all staff is held accountable for the student's well-being.
3. Ensuring that everyone in the school is aware of their roles and responsibilities.

### **Social Worker**

1. Identify trends in behavior that are a concern within the school.
2. Raise awareness of the role of the school counselor within the school.
3. Advocate for student services and students' best interests.
4. Create student leadership opportunities in the form of training students to be mentors, playground buddies, or helping students to take on a school community project or external volunteering project.

### **Teacher**

1. Foster collaborative and cooperative learning that helps students feel connected to peers
2. Be friendly and approachable
3. Demonstrate interest in students' questions and ideas
4. Understand students' perspectives, concerns, and experiences

## **Parent**

1. Collaborate with the school to provide the necessary provisions related to their child.
2. Actively involved in the child's life both academically and socially.

## **Student**

1. Develop better concentration and motivation in studies.
2. Maintain positive, tolerant, and respectful relationships where students take responsibility for their behavior.