

Mental Health & Wellbeing Policy

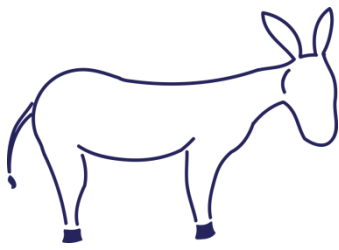
Policy Approved by: Lynne Duffy *Headteacher*

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Introduction

At Gloverspiece, we are committed to supporting the positive mental health and wellbeing of our whole community (children, staff, parents and carers).

Reflecting our wider ethos of Nurture, we seek to foster a supportive and caring environment in which respect and kindness are key, and where each individual and their contribution is valued.

Underpinned by the 'Six Principles of Nurture' (see Appendix A for further details), we understand the importance of transitions to lives of our students and we strive to ensure that our students can positively manage times of change and stress. Further, in line with our ethos of 'Nurture. Grow. Achieve', we are committed to support our students throughout all of their personal growth and achievement. Moreover, we are a Trauma-Informed setting and have a Trauma-Informed Practitioner within the staff team.

We recognise the role we play as a school in ensuring that our students learn about what can affect their mental health and how they can maintain their positive mental health. We try to instil these same values on our farm setting and college to maintain positive mental health throughout all our settings. Positive mental health is everyone's business and all members of the community have a role to play within this.

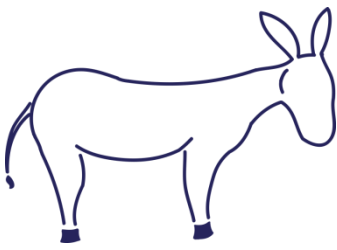
This policy is intended as guidance for all staff and describes Gloverspiece's approach to promoting positive mental health and wellbeing and should be read and considered in conjunction with our latest Nurture Statement (see Appendix A).

Mental Health Education

We understand that at Gloverspiece many of our students join us following often inconsistent or negative experiences in education and we take a whole team approach to promoting positive mental health, aiming to help students become more confident, resilient, happy and successful.

We do this at Gloverspiece by:

- Developing and maintaining consistent ethos, policies and behaviours that support mental health and well-being, underpinned by Nurture;
- Following to positive approach to behaviour management;
- Supporting students socially by facilitating and modelling the formation and maintenance of positive relationships;
- Helping students feel comfortable and confident in sharing any concerns or worries;
- Promoting self-esteem and ensuring students understand their importance in the Gloverspiece community and the wider world;
- Helping students to become resilient learners and to manage disappointments and setbacks;
- Supporting and training staff to develop their skills, resilience and reflection;
- Encouraging an open culture where it's normal to talk about mental health.



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As well as this, within the school we:

- Identifying students who have mental health challenges and planning support to meet their needs either within internal Nurture activities and/or including working with specialist services, parents and carers;
- Teaching students psychoeducation and emotional skills and an awareness of mental health, so that they can develop understanding of their emotions and feelings.

We promote a mentally healthy environment through:

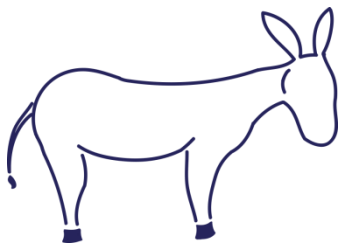
- Embedding positive values and encouraging a sense of belonging;
- Making positive use of outdoor learning and animal-assisted activities, recognising the benefits that these resources can bring to our mental health;
- Capturing student voice;
- Regularly celebrating achievements whether academic, social or emotional;
- Providing opportunities to reflect;
- Enabling access to appropriate support;

In our school specifically:

- Mental Health assemblies and PSHE for all year groups
- Celebrating specific national/international days of recognition around mental health and identity;
- Group-based and individual Nurture groups;
- Regular student assessment using Nurture UK's Boxall Profile Assessment.

We deliver our aims through:

- Universal, whole team approaches;
- Tailored approaches identified for individual students when needed;
- Support for students going through recent difficulties, including bereavement;
- Specialised, targeted approaches aimed at students with more complex or long-term difficulties, including adverse childhood experience and attachment disorder;
- Nurture provision which focuses on mental health, resilience and wellbeing.



Staff Roles and Responsibilities, Including Those with Specific Responsibility

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

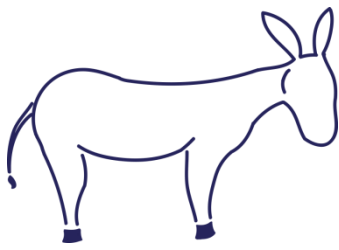
School Mental Health Lead	Jo Evans (Monday to Wednesday), Suzie Hadfield (Thursday to Friday).
Farm Mental Health Lead	Emma Taylor
Mental Health First - Aid Team	Jo Evans, Suzie Hadfield, Emma Taylor, Phil Moss, Jackie Taberer, Denise Roberts.
Nurture Lead	Liam Allibone (Deputy Headteacher)
Nurture Team	Oliver Sharp and Denise Roberts
Trauma-Informed Practitioner & SENCo	Jo Evans

Our Mental Health Lead & Mental Health First-Aid Team:

- Schedule and attend regular mental health team meetings in which areas of specific need can be identified and strategies can be developed;
- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing;
- Liaise with PSHE teachers re: teaching about mental health;
- Provide advice and support to staff and organise training and updates;
- Liaise with mental health services and make individual referrals to them when appropriate.

Our Nurture Team:

- Conduct regular 'Nurture Check-Ins' with all students in which emotion and social difficulties can be shared;
- Attend regular Nurture Team meetings in which feedback from Nurture Check-Ins and wider discussions can inform interventions, strategies and support for students and staff;
- Offer support and advice to colleagues who may be experiencing difficulties/challenges related to supporting students.



Targeted support

Gloverspiece School will offer support through targeted approaches for individual students or groups of students which may include:

- Circle time approaches or 'circle of friends' activities;
- Targeted use of Zones of Regulation systems;
- Resources and systems to support feeling management e.g. 'worry boxes';
- Managing emotions resources;
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques;
- Regular 'Nurture Chek-Ins' for all students with their identified member of the school's Nurture Team.

Gloverspiece School will make use of resources to assess and track wellbeing of students and staff as appropriate including:

- Boxall Profile Assessments;
- Student Wellbeing Surveys;
- Staff Wellbeing Surveys.

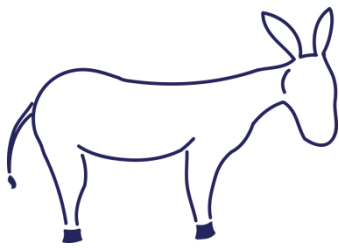
Signposting

We will ensure that staff, students and parents/carers are aware of what support is available within our school and how to access further support from organisations such as CAMHS, CAMHS Cast, LA Early Help and local mental health services.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a student's poor mental health, including:

- Attendance
- Punctuality
- Emotional presentation
- Approach to and engagement with learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement or other life transitions
- Health indicators
- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope



Assessment, interventions and support

All concerns are reported to the designated adults within the organisation (identified above) and needs are assessed through a triage approach with leadership, the Mental Health Leads, the Nurture Team and SENCO to ensure students and staff can access the support they need, either from within the school, farm, or from an external specialist service, as quickly as possible.

Working with parents and carers

Parents/carers can contact the Headteacher, Deputy Headteacher or DSL directly if they have mental health concerns or concern related to the mental health of their child.

To support parents/carers Gloverspiece can:

- Signpost mental health services and local wellbeing and parenting programmes;
- Share ideas about how parents/carers can support positive mental health in their children;
- Make our Mental Health and Wellbeing policy current and accessible;
- Share details about the mental health topics taught in PSHE and share ideas for extending and exploring this at home;
- Share information with parents/carers about in school initiatives that support students' mental health and wellbeing.

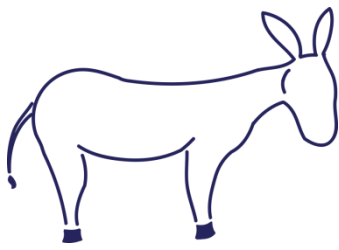
When a concern has been raised, a member of leadership or the Mental Health Lead will:

- Contact parents/carers to discuss the outcome of any assessment (Although there may be cases in which parents and carers cannot be involved due to child protection issues.);
- Discuss any relevant referrals to external agencies;
- Signpost parents to further information or provide resources to take away;
- Create a chronology of actions and events;
- Agree mental health care and protection plan where appropriate, including clear next steps;
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, Gloverspiece will work with other agencies to support students' emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Educational Psychology Services;
- CAMHS (child and adolescent mental health service);
- Children's and Family Services (e.g. LA Early Help);
- Mentoring;
- Family support workers;
- Specialist agencies for pupils' with SEND.



Support for Staff

Our Nurture ethos extends beyond our students, placing an equal importance on the mental health and wellbeing of our staff team. Gloverspiece's leadership team maintain an 'open door' policy which seeks to empower members of the staff team to comfortably raise any issues relating to their mental health and wellbeing. However, in addition to this, members of the mental health first aid team are clearly identified to staff, signposting appropriate individuals with whom to raise related concerns and difficulties. A TA representative is also in place to act as a 'first point of contact' for any issues which may be contributing to a staff member's mental health and wellbeing challenges. Regular feedback meetings between this TA representative and the leadership team enables efficient and effective feedback and implementation in response to any such issues raised.

Further, staff members also have access to a free, confidential wellbeing package called 'Wisdom' and this can be accessed via the 'Wisdom' App or through <https://wisdom.healthassured.org/>

Following any period of absence due to physical illness or mental health difficulties, staff are offered a face-to-face consultation within which a 'return to work welfare and wellbeing risk assessment' can be conducted so as to suitably identify and implement reasonable adjustments where necessary/possible.

Training

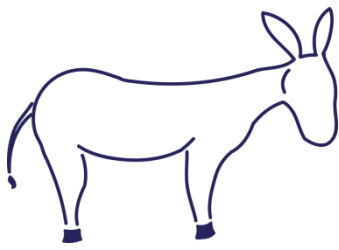
Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Links to other policies

This policy links to our Safeguarding Policy, Behaviour Policy and Nurture Statement (see Appendix A).

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years.



Appendix A Gloverspiece School – Nurture Statement

At Gloverspiece School, we have our ‘Nurture Schools’ accreditation by Nurture UK and this requires re-accreditation in January 2025. In line with this, we aim to underpin all aspects of our provision with The Six Principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Lucas, Insley & Buckland (2006)

Group Nurture:

At Gloverspiece, all of our students have access to group-based Nurture input delivered by dedicated staff trained in Nurture approaches (alternatively, overseen by an appropriate staff member who is). These group sessions centre around termly topics which align with the rest of the school's curriculum, providing cross-curricular links between Nurture and more formalised learning. In groups of 3-4 students, each group has at least one allocated 45–60-minute session per week.

Individual Nurture:

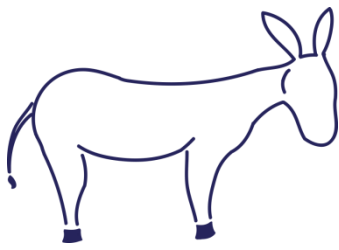
In addition to group-based Nurture input, specific students are also timetabled for individual Nurture sessions. These sessions are planned and delivered based on their presenting needs (academic, behavioural, emotional or social) or those outlined within their EHCPs. Examples of individual input content include Nurture ABC Lego, Emotional Literacy, Growth Mindset, and Attention and Listening.

Cross-Curricular:

We understand that it is counterintuitive for an ethos of Nurture to be confined to our Nurture room/sessions. Hence, Nurture is threaded throughout our curriculum, curriculum policy, schemes of work, behavioural policy and school rules to ensure a cohesive and consistent ethos of Nurture. All teachers receive in-house CPD content surrounding the Nurture approach and suitably use these values throughout their planning, delivery and feedback.

The Nurture Team

Gloverspiece School has a dedicated ‘Nurture Team’, made of staff members from across the organisational chart, who are implemented to champion the principles and wider ethos of Nurture, provide advice and support to colleagues and conduct ‘Nurture Check-Ins’ [discussed further below] with students regularly. This team meet weekly to discuss students who have been identified as requiring additional support and devise implementations which can benefit individual students or the wider school community.



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'Nurture Team Members-Student' Allocations

Each student at Gloverspiece is allocated a member of the school's Nurture team to act as an identified familiar adult with whom they can share any worries, concerns or difficulties they may be having. At least weekly, members of the Nurture Team conduct an individual 'Nurture Check-In' with each of their allocated students. Where required, these are conducted more regularly in instances where a student requires close, continued support. Feedback from these check-ins are discussed at weekly Nurture Team meetings and provides an opportunity for the school to regularly capture student voice from all students, in a way most accessible to them.

Continued Staff Training:

All members of school staff who work with students receive continued training surrounding the Nurture approach, principles and the implementation of these through regular CPD/INSET days. This training is delivered by a member of the school's leadership team who has accredited Nurture practitioner status (accredited with Nurture UK).

Parent/Carer Workshops:

Developing and maintaining close, supportive relationships with our students' families is integral to maintaining a wider ethos and community of Nurture. The school's Nurture Lead delivers 'Parent/Carer Nurture Workshops' periodically to outline the provision of Nurture at Gloverspiece., the principles of Nurture and how they are used to underpin the work of Gloverspiece School.

References:

Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.