



Mossbourne Community Academy

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Mental Health and Well Being Charter

Policy Statement

At Mossbourne Community Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and structured ethos which promotes respect. All individuals and contributions are valued.

At our academy we know that routine and predictability support pupils with the rigours of everyday teenage life. However, we also know that life challenges may make us vulnerable and in need of additional emotional support. The academy takes the view that positive mental health is everybody's responsibility and that we all have a role to play.

At Mossbourne Community Academy we endeavour to:

- help children to understand and manage their emotions and feelings;
- help children feel comfortable sharing any concerns or worries;
- help children, socially, to form and maintain positive relationships;
- promote self-esteem and ensure children know that they count;
- encourage children to be confident and aspirational and
- help children to develop emotional resilience and to effectively manage setbacks.

We promote a mentally healthy environment through:

- promoting our academy values and encouraging a sense of belonging;
- celebrating academic and non-academic achievements including acts of kindness;
- providing opportunities to develop a sense of worth through taking responsibility for ourselves and others;
- providing multiple avenues through which help can be accessed;
- providing a wide and varied enrichment programme;
- fostering a lifelong love of learning and achievement;
- providing opportunities to reflect and
- giving access to appropriate support that endeavours to meet the needs of pupils

We pursue our aims through the provision of:

- universal, whole school approaches;
- targeted support for pupils going through short term or recent difficulties including through evidence-based approaches to anxiety and low mood;
- specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder;
- utilising the support of external agencies through appropriate referrals and
- developing opportunities for staff to be reflective practitioners.

Scope

This policy should be read in conjunction with our Child Protection and Safeguarding Policy, Behaviour and Uniform Policy, Anti-Bullying Policy and PSCH Policy.

Lead Members of Staff

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

- Designated Safeguarding Leads
- Senior Leader with Responsibility for Mental Health
- PSCH co-ordinator
- Mental Health First Aiders
- WAMHS CWIS
- MHST Practitioner

Universal Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSCHRSE curriculum. Aspects are delivered through the drop-down days of PSCHRSE. Further content is delivered through the academy curriculum, during assembly and form tutor time.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Referrals to external agencies
- Referrals to onsite counselling
- Learning Mentor support
- Access to support through 'I need a chat' box
- Quiet spaces such as 'A Space to Be'
- Targeted interventions around emotional regulation
- Mental health and wellbeing groups
- Individual sessions with the MHST practitioner
- Mental health first aid assessments
- Educational Psychologist
- School Nurse

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within the academy and how to access further support.

Identifying needs and Warning Signs

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Our CWIS is also on site each Thursday and available for consultation when needed.

It is incumbent on those at home, who know the young person best, to communicate concerns to the academy. The sharing of information will mean that the academy and family can work collaboratively to support the young person.

Possible warning signs include:

- Changes in eating / sleeping habits.
- Becoming socially withdrawn.
- Changes in activity and mood.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Working with Parents

In order to support parents, we will:

- highlight sources of information and support about mental health and emotional wellbeing on our school website;
- share and allow parents to access sources of further support e.g., through parent forums;
- ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child;
- make our emotional wellbeing and mental health charter easily accessible to parents;
- share ideas about how parents can support positive mental health in their Children and keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this and learning at home.

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. 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. Staff are offered opportunities to engage in reflective practice as well as other training opportunities via the WAMHS programme.