

SUNNYSIDE ACADEMY

Promoting Positive Mental Health in Schools Policy

Mission Statement

We promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

Middlesbrough Children and Young People's Services recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health and wellbeing for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Sunnyside Academy recognise these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links within the school
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

The Head Teacher is the named lead for mental health promotion and works under the direction of the Governing Body.

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. Circle Time, themed assemblies, supported play, resilience groups, trained Headstarters, differentiated learning activities, individual timetables and support plans and strong links with therapeutic services.

The implementation of the policy for promoting positive mental health in schools:

- Will give schools a cohesive and coordinated approach to mental health
- Should underpin all policies and practices currently used in schools
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their full potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and should be updated to reflect any changes in legislation or guidance.

This policy must be reviewed annually.

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Child/Staff/Volunteer well being
- Staff/Governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals, The Bungalow Partnership, CAMHS, Social Care
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's business

References:

- Middlesbrough Children and Young People's Plan 2008-11
- Middlesbrough Joint Health and Wellbeing strategy 2013.
- Children's Health: A Guide Fundamental Health Local Government Information Unit (LGiU) 2007

- Bright Futures: Promoting children and young people's mental health, Mental Health Foundation
- Article 28, 29, 30 and 31 United Nations Convention on the Rights of the Child
- Work/Life Balance National Agreement 2003-2005

Academic Year	Designated leads	Nominated Safeguarding Governor
15/16	Andrew Dunn – Headteacher, Nicola Anderson – Family Liaison Officer	Mrs Wendy Atkinson
17/18 18/19	Julie Sutton - Headteacher	Mrs Margaret Madden

Review Date	Changes Made	Ratification by Governors
October 2018	Nominated lead	

Date written: July 15

Author: Nicola Anderson

Date adopted by Governors:

Review Date: September 2016