



# Mental Health and Wellbeing Policy

## The purpose and scope of this policy statement

The purpose of this policy is for The Ministry of Beats Cheerleading and Dance School to establish, promote and maintain the mental health and wellbeing of all staff and athletes through practices, and encourage staff and athletes to take responsibility for their own mental health and wellbeing.

{Insert organisation name} believes that the mental health and wellbeing of our staff and athletes is key to success and sustainability.

## Goals

The Ministry of Beats Cheerleading and Dance School:

To build and maintain an environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).

To increase knowledge and awareness of mental health and wellbeing issues and behaviours (especially with coaches, juniors coaches and any voluntary staff).

To reduce stigma around depression and anxiety in the school.

To facilitate Staff and athletes active participation in a range of initiatives that support mental health and wellbeing.

## Scope

This policy applies to all Staff and athletes of The Ministry of Beats Cheerleading and Dance School, including contractors and casual staff.

## Responsibility

All Staff are encouraged to:

- understand this policy and seek clarification from management where required
- consider this policy while completing work-related duties and at any time while representing The Ministry of Beats Cheerleading and Dance School
- support fellow staff and athletes in their awareness of this policy
- support and contribute to The Ministry of Beats Cheerleading and Dance School's aim of providing a mentally healthy and supportive environment for all staff and athletes.

All staff have a responsibility to:

- take reasonable care of their own mental health and wellbeing, including physical health
- take reasonable care that their actions do not affect the health and safety of other people in the school

Managers have a responsibility to:

- ensure that all workers are made aware of this policy
  - actively support and contribute to the implementation of this policy, including its goals
- manage the implementation and review of this policy.

## Communication

{Insert organisation name} will ensure that:

all employees receive a copy of this policy during the induction process

this policy is easily accessible by all members of the organisation

employees are informed when a particular activity aligns with this policy

employees are empowered to actively contribute and provide feedback to this policy

employees are notified of all changes to this policy.

At our school, we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

### **Policy Scope**

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

### **Policy aims**

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

### **Key staff members**

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- Our Designated Safeguarding Officers: Amy Savile
- Designated Pastoral Support: Amy Savile

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to: staff name(s).

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

### **SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY**

We have a range of support available in school for any students struggling, as listed below:

In this section, you should add a list of the support you have available to students, such as a counselling service. For each support service, include: what it is, how it can be accessed, its aims and purpose, and how students are made aware of the service.

You should also include here any targeted support that you have in your school, for both individual pupils and groups of pupils. For example, circle time or similar peer discussion and support activities, therapeutic activities like mindfulness sessions, and pupil wellbeing groups. There is also a lot of support networks available for children in the local community. This includes places such as:

Here, list the support that's available for students in your local community. For example, Child and Adolescent Mental Health Services (CAMHS). List who these organisations are, what their aims/purpose are, and how they can be accessed/contacted.

### **Signposting**

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

### **Identifying needs and warning signs**

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.
- Weight loss, feeling feign, struggling to concentrate
- Irritability

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in attainment and attitude towards training.
- Family and relationship problems.
- Weight loss, feeling feign, struggling to concentrate

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

### **Managing Disclosures**

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

### **Confidentiality**

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

### **Whole school approach**

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

### **Working with parents and carers**

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

### **Working with other agencies and partners**

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers.

### **Supporting Peers**

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

### **Training**

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

### **Monitoring and Review**

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

Effectiveness of the policy will be assessed through:

feedback from workers, the Health and Wellbeing Committee (if applicable), and management review of the policy by management and committee to determine if objectives have been met and to identify barriers and enablers to ongoing policy implementation.