



Positive Mental Health Policy

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
July 2020	Policy created	Mathew Rogers/Celine Doyle
July 2021		

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	January 2021	Alan Scott, ratified by Chair of Pastoral Committee Roz Webster

Contents

1. Mission, vision, values and aims	3
2. Whole school approach and ethos	4
3. Universal approaches.....	5
4. Targeted approaches	5
5. Specialist approaches.....	5
6. Measuring impact	6
7. Links with other policies	6

1. Mission, vision, values and aims

Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.
- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

Values

- Resilience
- Independence
- Care

We aim to recognise 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 for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

2. Whole School Approaches and Ethos

We will offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

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
- A clearly defined mental health lead, defined in school policies
- Clear guidelines for internal and external referrals. See the appendices in the Child Protection and Safeguarding Policy for an example, found here: <https://burnage.manchester.sch.uk/school-policies/>
- Strong links with external agencies to provide access to support and information
- A named lead for mental health lead, but with the expectation that there is support and involvement from all and an ethos that 'mental health is everyone's business'

As a mentally healthy school, we will ensure that students:

- 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 a high quality Personal Development Curriculum which promotes positive mental health
- 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

As a mentally healthy school, we will ensure that all members of the school community, including our 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
- Always raise concerns around mental health and wellbeing of students through the '**safeguardingteam@burnage.manchester.sch.uk**' email account
- Are encouraged to sensitively raise concerns around the mental health and wellbeing of colleagues with any leader or manager in school person they feel most comfortable with, to help that colleague get the support they need in their lives.

As a mentally healthy school, we will ensure our 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 by the school when they have mental health concerns
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Have their opinions are sought, valued and responded to
- Have their strengths and difficulties recognised, acknowledged and challenged appropriately

3. Universal Approaches

The school will provide a healthy learning environment, which provides opportunities that promote positive mental health, through the dedicated personal development curriculum, the wider curriculum and extended provision including clubs and societies run by the school.

This will be led by the Deputy Headteacher (Pastoral), Mr. Mathew Rogers, the Assistant Headteacher (Pastoral) Ms. Becci Wadeson and the School Mental Health Lead / Head of Oak House Ms. Celine Doyle.

4. Targeted Approaches

The Mental Health Lead, Ms. Celine Doyle, will be trained by CAMHS to be able to refer pupils directly to CAMHS. The school will work with CAMHS to ensure access to an Educational Mental Health practitioner at the school one day per week, who will carry a caseload and report back to the Mental Health Lead as needed. Parental consent will be sought.

5. Specialist Approaches

The school will also employ the services of a specialist mental health counsellor in childhood bereavement and trauma, Ms. Anna Ryder. Referrals to Ms. Ryder will be made through the Mental Health lead in conjunction with CAMHS. Parental consent will be sought.

6. Measuring Impact

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

- Class and school council meetings through the SMART School Council model
- Student voice samples through vertical focus groups
- The impact of targeted and specialist work through analysis of Classcharts behaviour data
- The number of referrals to CAMHS / Specialist Counselling support
- Training and development internally, for example Safeguarding inset, Mental Health and Wellbeing Inset, ACES Inset

7. Links with other policies

This policy is linked with:

- Behaviour and Respect Policy, found here: <https://burnage.manchester.sch.uk/school-policies/>
- Exclusion Policy, found here: <https://burnage.manchester.sch.uk/school-policies/>
- SEN Policy and Information Report, found here: <https://burnage.manchester.sch.uk/school-policies/>
- Child Protection and Safeguarding Policy, found here: <https://burnage.manchester.sch.uk/school-policies/>