LORDSWOOD GIRLS' SCHOOL & SIXTH FORM CENTRE

This policy is called:	Policy for promoting the mental health of students
It applies to:	Lordswood Girls' School & Sixth Form Centre
Person responsible for its revision:	Headteacher
Status:	Non statutory
Website	On public website
Approval by:	Governing Body
Review frequency:	Every two years or as required
Date of approval:	July 2020
Date of next approval:	July 2022

Lordswood Girls' School & Sixth Form Centre is committed to promoting the health and well-being of all students in order to support their learning and help them to achieve. Over the last few years, an increasing number of students have presented with issues relating to their mental health as a result of a range of factors. This policy has been developed in order to ensure that the school is proactive in promoting the mental health of students and that there is a consistent approach to supporting students. This policy, which is informed by the DfE guidance document, *Mental Health & Behaviour in Schools* (March 2015), applies to Lordswood Girls' School & Sixth Form Centre.

IDENTIFICATION

School staff and review tutors in particular are well placed to identify students whose changed behaviour might indicate an underlying problem. Similarly, attendance and attainment data might also raise questions. The DfE guidance document identifies the following risk factors and also factors which can minimise the risk. Staff awareness of these factors is key to identifying students who may require additional support.

	Risk Factors	Protective factors
In students	- Genetic influences - Low IQ and learning disabilities - Specific development delay or neuro-diversity - Communication difficulties - Difficult temperament - Physical illness - Academic failure - Low self-esteem	- Secure attachment experience - Good communication skills, sociability - Being a planner and having a belief in control - Humour - Problem solving skills and a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the family	Overt parental conflict including Domestic Violence	At least one good parent-child relationship (or one supportive adult)

	● Family breakdown (including where children are taken into care or adopted) ● Inconsistent or unclear discipline ● Hostile or rejecting relationships ● Failure to adapt to a child's changing needs ● Physical, sexual or emotional abuse ● Parental psychiatric illness ● Parental criminality, alcoholism or personality disorder ● Death and loss – including loss of friendship	● Affection ● Clear, consistent discipline ● Support for education ● Supportive long term relationship or the absence of severe discord
In school	● Bullying ● Discrimination ● Breakdown in or lack of positive friendships ● Deviant peer influences ● Peer pressure ● Poor student:teacher relationships	● Clear policies on behaviour and bullying ● 'Open-door' policy for children to raise problems ● A whole-school approach to promoting good mental health ● Positive classroom management ● A sense of belonging ● Positive peer influences
In the community	● Socio-economic disadvantage ● Homelessness ● Disaster, accidents, war, or other overwhelming events (e.g. COVID pandemic) ● Discrimination ● Other significant life events	● Wider supportive network ● Good housing ● High standard of living ● High morale school with positive policies for behaviour, attitudes and anti-bullying ● Opportunities for valued social roles ● Range of sport/leisure activities

In addition, life changes such as the birth of a sibling, moving house or changing schools can also affect a student's behaviour.

RESPONSE

The school aims to create a supportive and caring ethos which values all students. Classroom teachers will be alert to students in lessons who appear isolated and will address any student behaviour which seeks to ridicule, belittle or intimidate others. This extends also to behaviour in and around school. In addition, the school's policy for Praise and Rewards play a key role in building student self-esteem.

The school will work closely with parents/carers in addressing a student's needs and recognises that the home-school partnership is key to effective support for a student. The school has facilitated parenting workshops, delivered by an external agency, to support parents.

Curriculum

Changes to the curriculum and assessment framework are a factor in the anxiety and stress experienced by some students; this affects students of all abilities. The school will ensure that students are able to follow a curriculum appropriate to their needs and interests and which enables progression to the next stage in their education. Subject areas will ensure that teaching is sufficiently differentiated to enable all students to access the learning and may in addition, provide drop-in and catch-up sessions to support students who need additional help.

Tutorial sessions and PSHE will address issues such as building self-esteem and resilience and seek to develop students' skills in time management and examination technique.

Strategies

The following strategies are used to support students:

- 1:1 tutor meetings
- Toot-Toot: this online system enables students to log any concerns at any time
- Comments box
- Circle of Friends
- Peer mentoring

External agencies

Additional support for promoting health and mental well-being is provided through the Educational Psychologist, Place2Be counselling. Students are able to self-refer or attend 'drop-in' Place2talk sessions.

Where it is recognised that a student requires a higher level of support, the school will support parents in making a Forward Thinking Birmingham (FTB) referral, in some cases by providing a supporting letter to the student's GP if necessary.

Professional Development

The school's CPD programme will include training for staff in supporting students as necessary. In addition, Lordswood Girls' School completed the ACSEED award and has worked as a lead school as part of the Birmingham Education Partnership New Start programme.

MONITORING

The effectiveness of the school's support will be evaluated through individual case studies in addition to attendance, behaviour and attainment data.

The impact of the school's support will be monitored termly by the Governor with KRA responsibility for student wellbeing and a report presented to the Governing Body.