



Mental Health & Emotional **Wellbeing Policy**

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Mental Health and Emotional Wellbeing Policy

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Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)

At Al Islah Girls High School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using, whole school approaches for pupils through acts of worships, PSHE curriculum and Pastoral / Citizenship time and specialised, targeted approaches aimed at vulnerable pupils (referrals to outside organisations / counsellors). For staff, we have a risk assessment that meets the HSE Management Standards. It ensures full consideration is given to working practices so that staff wellbeing is nurtured with leaders considering how workload and deadlines can be improved.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff, Trustees and governors. This policy should be read in conjunction with our [medical needs policy](#) in cases where a pupil's or staff member's mental health overlaps with, or is linked to a medical issue, the [SEND policy](#) where a pupil has an identified special educational need and the antibullying policy.

The Policy aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff in the workplace
- Provides support to staff working with young people with mental health issues
- Provide support to staff suffering mental ill health
- Provide support to pupils suffering from mental health and their peers and parents or carers

Staff

Mental health and staff wellbeing have a high priority at Al Islah Girls School. Leaders have a pastoral responsibility to safeguard the mental health and wellbeing of all school staff. It is important that staff know how to identify signs of declining mental health. Leaders receive training to know what support is available internally, locally, nationally and remotely (online). By having open and candid conversations about mental health and wellbeing, leaders ensure that good mental health remains high on the development agenda.

Some of the signs that there might be a serious problem include:

- increased tiredness or absences
- angry or aggressive behaviours
- poor concentration, where a colleague cannot focus
- a colleague seems withdrawn, silent, lacks friends, especially if this is a change in behaviour
- a colleague appears overly anxious or worried, even fearful.

Particularly helpful external organisations are:

- Mind
- TeacherMentalHealth.org • Young Minds
- Samaritans.

It is important in our school to provide support to those in need and to give time to a colleague who is suffering from mental health. A gentle discussion and encouragement can go a long way in raising a person's self-esteem and may encourage them to seek further help.

We have an open culture whereby staff can raise issues regarding workload and pressures. Leaders should respond openly and caringly to such concerns. The aim should be to ease the pressure and raise an individual's self-esteem and provide the support necessary.

The following are some of the strategies employed to support mental health and wellbeing.

- Staff/pupils/parents and Governors/Directors follow the Workload and Wellbeing statement.
- Staff and governors have been informed to not send emails before 8am or after 7pm or at the weekends.
- Development and accountability strategies, such as lesson observation and assessment reviews, include staff feedback so they have the opportunity to comment on their perceptions and fairness of the process
- Supporting staff at work – simple things can add up to big changes in overall feelings of wellbeing – so we try to ask “How are you?”, we listen when employees ask for help and try to be flexible and considerate.
- The Headteacher is highly visible around the school and promotes behaviour for learning. The Headteacher will drop into lessons to ensure that pupils are behaving appropriately and completing work as necessary.

Headteacher does not allow staff to be put into awkward situations and are always present at parents' evenings etc.