The Dales School Mental Health and Well Being Policy

Person Responsible:	Headteacher
Reviewed & Approved by the Governing Body:	May 2026
Next Review Date:	May 2027
Signed……..	**Date**:

The Dales School Mental Health & Well Being Policy

What is included in this policy:

Introduction:

- The Dales School Mission Statement
- The Dales School Values
- Moral Purpose
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Section 1: Pupil Mental Health and Wellbeing

- Our commitment to supporting Pupil mental health and wellbeing
- Aims:
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- Policy Detail & Additional Policy Information
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    - *Pupil Mental Health and Well Being Intervention and Support Map*

Section 2: Staff mental Health and Wellbeing

- Our commitment to supporting staff mental health and wellbeing
- Staff mental Health and Wellbeing Strategy
- Appendix A: The Dales School Health and Wellbeing Action Plan

Introduction

> *Mental Health Definition:* "*Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community*." *World Health Organisation, 2018*

The Dales School Mission Statement

The Dales School is a safe and supportive education setting which recognises and values the diversity of our school community. We offer an inclusive and comprehensive provision which enables all to thrive, promoting tolerance and understanding.

The Dales School Values:

Dignity and respect
Aspiration and achievement
Learning and engagement
Empathic and holistic personalisation
Safe environment and positive relationships

Moral Purpose:

At our school, we strive to promote positive mental health and well-being for our whole school community; pupils, parents, carers, staff, governors, and other stakeholders. To support all in acknowledging how important mental health and emotional well-being is to our lives in just the same way as physical health.

Section 1- Pupil Health and Wellbeing

Our commitment to supporting Pupil mental health and wellbeing:

The Dales School is committed to making a difference to the lives of children and young people. We believe in teamwork; working closely with each other, with our health and social care colleagues, with families, our wider community and most importantly our pupils. We endeavour to always support and respond to the holistic needs of our pupils, families and teams striving to work together with all stakeholders to make a positive impact. We are committed to providing a staff team who implicitly understand the needs of our pupils and are able to provide effective support when a pupil is experiencing difficult emotions. Finally, we have a duty of care to be proactive players in our pupils' lives and ensure that they remain at the centre and our core focus. We are the advocates for our pupils to ensure they have a voice.

Our moral purpose can therefore be summarised below:

- Pupil centred ethos ensuring pupil voice
- Extended teamwork approach
- Meeting holistic needs

Aims

What supporting Positive Mental Health means to us:

- The child/young person stays at the centre of every conversation.
- We seek the opinions of those pupils for who this is appropriate – their opinions are sought and valued and responded to.
- We promote peer support; where pupils are able to support each other.
- We teach pupils how to look after each other and empathise and be tolerant of each other.
- We offer a secure and safe environment to support our pupils when they may be experiencing mental health difficulties.
- We teach our pupils healthy ways of coping with difficult emotions.
- We may need to prioritise those who need our support most, but we promote positive mental health with everyone.
- We embed social, emotional and mental health awareness across our curriculum.
- We ensure pupils EHCP outcomes for mental health and wellbeing are supported and developed.
- Children and young people are supported to develop resilience and mange everyday stressors.
- Staff wellbeing, resilience and mental health is a key focus.
- We have a trained team of key staff who lead on evidence-based practice in support strategies.

How we ensure best practice:

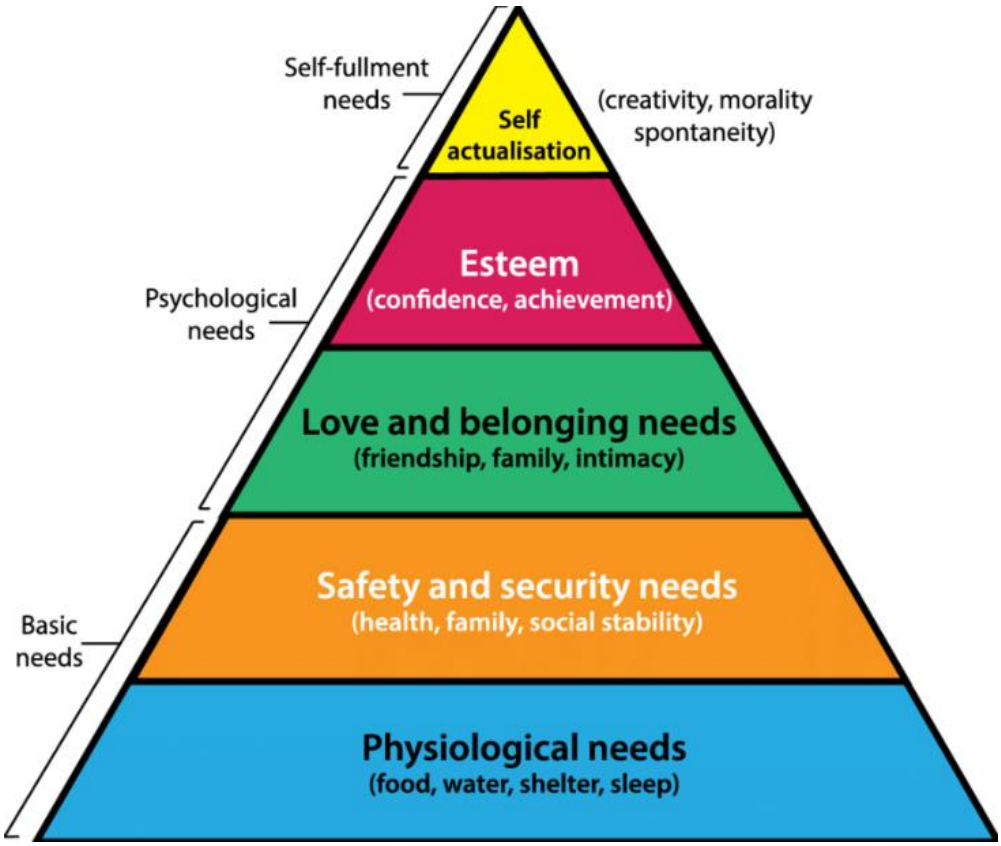
- Staff to consistently implement a THRIVE approach and ethos in their interactions and communication when supporting pupils.
- Staff read and understand Part One of Keeping Children Safe in Education (KCSIE) which is updated at least annually.
- Staff read and adhere to our school policies relating to behaviour, mental health and wellbeing and safeguarding.
- Our school community has an active role in supporting and developing mental health and wellbeing through Suitcase for Life groups [S4L].
- Behaviour support plans and metal health and wellbeing interventions/strategies are personalised, monitored and reviewed.
- School protocols, recording and reporting of information is robust.
- We offer a secure and safe environment that offers consistency and routine.

- Speaking and listening to each other with respect, courtesy and empathy is essential.

Policy Detail & Additional Policy Information

Universal Offer

We base our universal mental health and wellbeing offer on the principles of Maslow's hierarchy of need in ensuring our environment is safe, relationships are secure and positive, personal care needs are met and supported in an empathetic and respectful manner. Personalised eating and drinking plans, moving and handling plans, behaviour support plans and health care plans all ensure that the above principles are planned, reviewed, agreed by all stakeholders and implemented consistently and robustly.

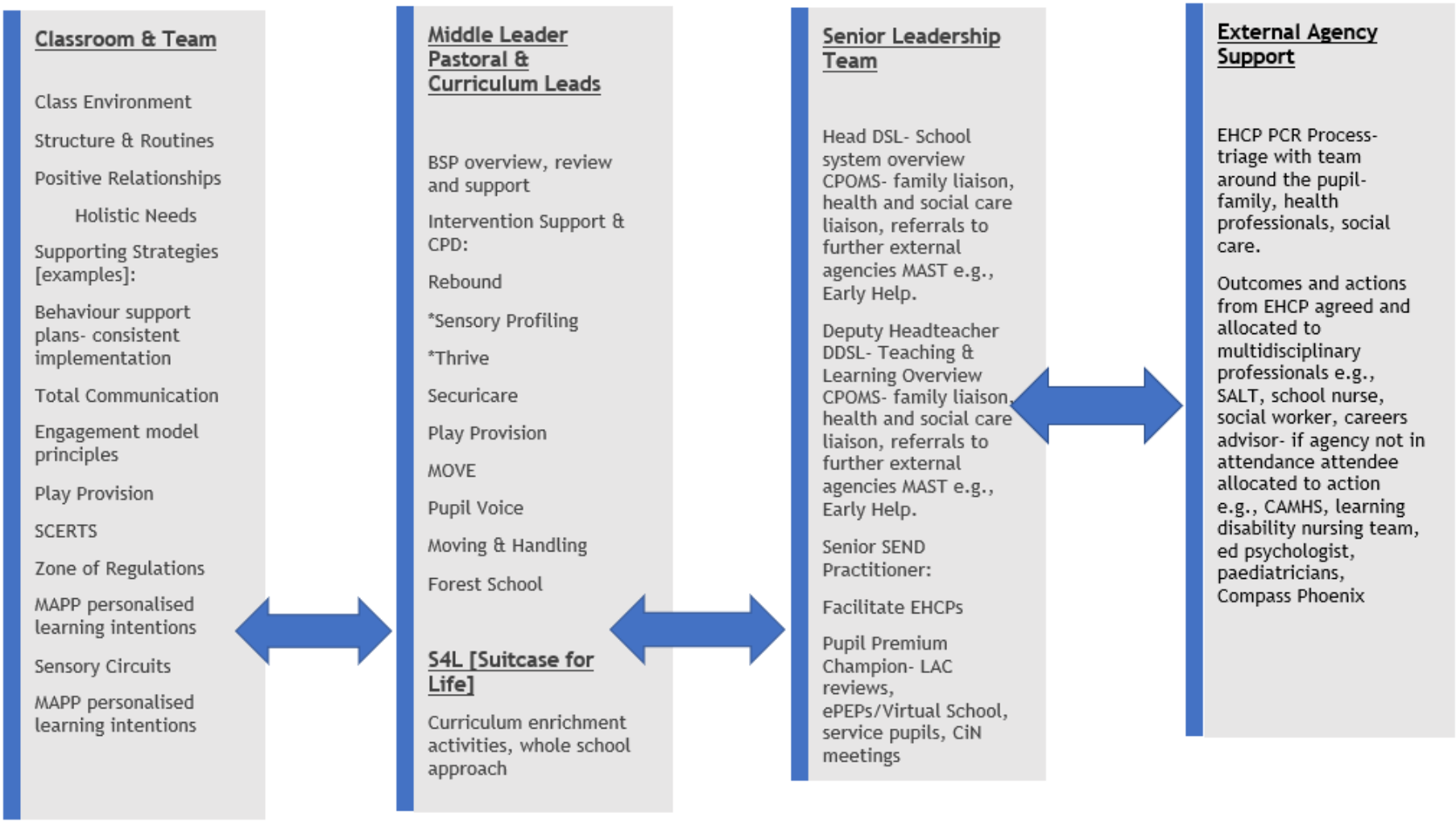


Maslow's Hierarchy of Needs, 1943 paper "A Theory of Human Motivation"

Pupil Mental Health and Well Being Intervention and Support Map

The following map illustrates how our offer to all pupils both universal and enhanced is implemented. It demonstrates how pupils well-being needs are identified, supported or referred for further targeted strategies and interventions or referred further to external agencies. It reflects a highly personalised approach to meeting all pupils' holistic needs.

The Dales School
Pupil Mental Health & Well Being Intervention and Support Map



Section 2 – Staff Mental Health and Wellbeing Strategy

- Health relates to a person's physical and mental condition.
- Wellbeing is the subjective state of being healthy, happy, contented, comfortable and satisfied with one's quality of life.
- Mental wellbeing relates to a person's emotional and psychological wellbeing. This includes self-esteem and the ability to socialise and cope in the face of adversity. It also includes being able to develop potential, work productively and creatively, build strong and positive relationships with others and contribute to the community.

Our commitment to supporting staff mental health and wellbeing

The Dales School is committed in ensuring that the staff team is equipped to support everyone's (including their own mental health and wellbeing) by:

- Offering a workplace environment and culture that support mental health and wellbeing and prevents discrimination, including bullying and harassment.
- Increasing employee knowledge and awareness of mental health and wellbeing issues and behaviours
- Reducing stigma around depression and anxiety in the workplace
- Facilitating employee's active participation in a range of initiatives that support mental and wellbeing.

Staff Mental Health and Wellbeing Strategy

The Dales School recognises the importance of supporting and promoting the health and wellbeing of all staff as this can have a positive impact on their work performance and attendance.

This strategy sets out the school's vision in relation to employee health and wellbeing. It is supported by an action plan (appendix A), which details the steps which the school is taking to maintain and promote the health and wellbeing of all staff.

The School recognises that a number of inter-related factors impact on employee health and wellbeing; the relevant importance of which will depend on the circumstances of individual employees and may change throughout their lives and careers.

The strategy will be achieved by:

- Promoting a culture which is supportive where employees feel that their contribution is valued and where the people management processes is based on the principles of trust, equality and fairness and where employees feel able to talk about wellbeing or raising concerns about any issues they may have.
- Effective leadership which empowers employees and teams to work effectively, including appropriate CPD and staff development opportunities
- Having a holistic approach to wellbeing including and consideration of the impact which decisions and changes have on employees.
- Highlighting to employees their responsibilities in managing their own wellbeing, having an understanding on supporting their own resilience and taking steps at an early stage if needed.

- Highlighting to employees the impact of their own actions on other colleagues and pupils wellbeing, for example presenteeism (attending work despite suffering from poor health or wellbeing, often resulting in increased stress or spreading of infection for themselves and colleagues), inappropriate language or failure to follow direction.
- Promoting healthy working practices, including a healthy work-life balance, sharing information and training around wellbeing; undertaking staff surveys, and time to reflect and celebrate success; access to the Employee Assist Program
- Having a Staff Wellbeing Team, including a member of the Leadership Team (who is also a trained First Aider) and staff Champions who meet half termly. The school also has a named Staff Wellbeing Governor.

Employee involvement is key to the success of this health and wellbeing strategy and staff are encouraged to contribute to, and participate in wellbeing initiatives, plans and targets and to ask for help and support when they require it.

Through this strategy the school aims to improve employees health and wellbeing and its success criteria will be measured by:

- Having a more motivated workforce who are able to deliver a better education or pupils of the school.
- Attracting and retaining a high-quality staff team who make positive contributions to the performance of the school.
- Improving the school's effectiveness by actively reducing staff absenteeism.
- Encouraging staff to achieve a work-life balance suited to their personal circumstances.
- Creating an environment where staff feel able to raise concerns regarding their health and wellbeing and to provide them with effective support where possible.

Appendix A: The Dales School Health and Wellbeing Action Plan

The Dales School is committed to supporting and promoting the health and wellbeing of all employees within the school. This action plan has been developed and agreed to support this agenda.

Action	**Timescale for completion**	**Progress Made**
NYC have currently stopped doing the Wellbeing Award, but school will continue to review and see if anything else is offered in its place	Ongoing	-
Continue to plan, implement and share a wellbeing schedule supporting our curriculum offer, with the following occasions observed: Autumn term: World mental health day Spring term: Time to talk day Summer term: Mental Health Awareness week	Ongoing	Ongoing
Staff Champions to continue to embed a culture where staff feel safe to: • Take responsibility for their actions • Recognising and taking responsibility for their own wellbeing and that of colleagues • Promoting respect and valuing others • Learn from their mistakes	Ongoing	
Staff training: Opportunities throughout the year to share wellbeing information	Ongoing	
Annual staff survey with ongoing opportunities for staff to give ideas and or lead on projects to support mental health wellbeing	Autumn term	Annual