

Mental Health and Well-being Policy

Policy Statement

At TAS, we are dedicated to providing a nurturing and inclusive environment that supports the mental health and well-being of our students with Special Educational Needs (SEN). This policy outlines our commitment to promoting emotional growth, fostering a safe and inclusive atmosphere, and providing the necessary resources and strategies to ensure the mental well-being of all members of our school community.

Objectives

Our objectives underpin our commitment to mental health and well-being:

- Foster a positive and inclusive school culture that recognises and values the individual strengths of each student.
- Create an environment where students with SEN can thrive emotionally, socially, and academically.
- Equip staff, parents, and students with the knowledge and skills to identify and address mental health challenges.
- Collaborate with external professionals to provide comprehensive support for students' mental health needs.

Roles and Responsibilities

Teachers and Support Staff:

SEN teachers and support staff will be responsible for understanding the unique emotional needs of each student, implementing personalised strategies, and maintaining open communication with parents/guardians. Staff receive training and support from outside agencies to foster strategies and have a better understanding of mental health and well-being.

Parents/Guardians:

Parents/guardians are encouraged to actively engage with the school, share insights about their child's well-being, and participate in workshops to enhance their understanding of SEN and mental health.

School Leadership:

The school's leadership will allocate necessary resources, oversee policy implementation, and ensure that a culture of well-being is woven into the fabric of the setting.

Outside Agencies:

Outside agencies will provide specialized support, conduct assessments, and facilitate interventions to address mental health concerns.

Identification and Support

Early Screening:

Our school will employ early screening tools to identify students who may be at risk of mental health challenges, enabling timely interventions.

Individualised Support Plans:

Each student will have an Individualised Education Plan (IEP) that includes specific mental health goals and strategies to support their emotional well-being where necessary.

Outside Services:

External mental health professionals will be engaged when necessary. We now have Counselling services Commissioned to work on site with children that have been referred. This is done through a setting referral and with parental consent. We have Play Therapy and Music Therapy that also work with the same process – which, if the children are able to access, they have this service available to them.

Training and Awareness**Staff Training:**

Regular training sessions will be conducted for staff to enhance their understanding of SEN, mental health challenges, and effective strategies for support.

Parent Workshops:

Workshops will be organised to educate parents/guardians about SEN, mental health, and ways to support their child's emotional development.

Student Awareness:

Age-appropriate awareness campaigns and activities will be integrated into the curriculum to help students develop an understanding of mental health and promote positive self-esteem.

Inclusive Environment**Anti-Bullying and Anti-Discrimination:**

Our school enforces a zero-tolerance policy for bullying and discrimination, ensuring that all students, regardless of their abilities, feel safe and respected.

Sensory-Friendly Spaces:

Dedicated sensory-friendly spaces will be available to provide students with sensory processing challenges a calm and regulated environment.

Peer Support Programs:

Peer mentoring and support programs will be implemented to facilitate positive interactions among students and their peers.

Mental Health Promotion**Mindfulness and Relaxation:**

Mindfulness exercises, deep breathing techniques, and relaxation activities will be integrated into daily routines to promote emotional regulation.

Social Skills Development:

Social skills training will empower students to build meaningful relationships, resolve conflicts, and navigate social situations with confidence.

Physical Activities:

Regular physical education classes and extracurricular activities will encourage physical health, which is closely linked to mental well-being.



Crisis Management

Immediate Response:

Staff will be trained to recognise signs of a mental health crisis and follow established protocols for immediate intervention.

Parent/Guardian Involvement:

In case of a crisis, parents/guardians will be informed promptly and involved in the decision-making process.

Professional Collaboration:

External mental health professionals will be consulted to provide comprehensive crisis management and follow-up support.

Communication

Parent Communication:

Regular communication channels will be established to keep parents/guardians informed about their child's progress, emotional well-being, and any challenges. We use communication books for each child as a direct channel of communication between us and home.

Staff Collaboration:

All staff directly involved with the children will collaborate to share insights, strategies, and observations to better support students.

Monitoring and Evaluation

Data Collection:

Data on students' emotional well-being, progress, and challenges will be collected and analysed to identify trends and areas for improvement.

Policy Reviews:

The policy will be periodically reviewed and updated based on the school's experiences, changes in the educational landscape, and emerging best practices.

Resources

A library of resources, including books, articles, and websites related to SEN and mental health, will be available for staff, parents, and students.

Contact information for external mental health professionals will be shared with parents/guardians for additional support.

This comprehensive Mental Health and Well-being Policy reflects TAS's commitment to creating a supportive and nurturing environment that prioritizes the emotional well-being and holistic development of students with Special Educational Needs. Through collaboration, awareness, and dedicated resources, we aim to empower each student to reach their full potential.

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