



# STUDENT MENTAL HEALTH AND WELLBEING POLICY

Version Control		
Date	Version	Comments
June 22	1	

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Version Control		
Date	Version	Comments
June 22	1	



## 1. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
1	All	New template

Version Control		
Date	Version	Comments
June 22	1	

## Contents

1. Document Control .....	3
2. Definitions .....	5
3. Scope of the Policy .....	5
4. Policy Aims and Ethos .....	5
5. Links to Legislation and Guidance Documents .....	6
5.1. Relevant Internal Policies .....	6
5.2. Relevant External Documents .....	6
Promoting and supporting mental health and wellbeing in schools and colleges .....	6
6. Roles and Responsibilities .....	6
6.1. Headteacher .....	6
6.2. Designated Policy Lead .....	6
6.3. All Staff .....	6
7. Context and Rationale .....	6
8. Understanding Common Mental Health Issues .....	8
9. Working With all Parents .....	9
10. Staff Training .....	9
11. Appendix 1 - Key Members of Staff Referenced .....	9
12. Appendix 2 - Links to Legislation and Guidance Documents .....	11
13. Appendix 3 - Procedures and Processes .....	12
14. Appendix 4 - Understanding Common Mental Health Issues .....	12
15. Appendix 5 - School-based Support .....	13
16. Approval Signature .....	20

Version Control		
Date	Version	Comments
June 22	1	

## 2. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

## 3. Scope of the Policy

This policy applies to students and staff at St Pauls Way Trust primary and secondary school

## 4. Policy Aims and Ethos

*This policy aims to:*

- To promote a culture of positive mental health and wellbeing amongst students and staff
- Increase understanding and awareness of common mental health issues
- Identify school-based support available for addressing concerns with mental health and wellbeing for students and staff.

Version Control		
Date	Version	Comments
June 22	1	

## 5. Links to Legislation and Guidance Documents

### Relevant Internal Policies

This policy should be read in conjunction with the following policies;  
Child Protection and Safeguarding Policy  
Additional Education Needs and SEND offer  
Equalities policy

### 5.1. Relevant External Documents

Promoting and supporting mental health and wellbeing in schools and colleges

## 6. Roles and Responsibilities

### 6.1. Headteacher

- appoint a *Designated Policy Lead* from among the senior staff
- ensure that all staff & parents have access to this policy

### 6.2. Designated Policy Lead

- review & update this policy annually
- ensure that all staff are implementing this policy

### 6.3. All Staff

- ensure that they have read this policy and the associated documents;
- act in accordance of this policy with respect to MHWB
- speak with their Line Manager or the DSL if they are uncertain regarding sections of any policy.
- promote the mental health of students

## 7. Context and Rationale

*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 Organization 2015)*

At SPWT Primary and Secondary we intend to raise awareness amongst staff, parents, and students whilst ensuring that staff are adequately prepared to support students as needed in our organisation. We aim to help tackle misconceptions and promote positive mental health amongst staff, students and the whole community and ensure that robust and adequate systems are embedded within our organisation to support and deal with serious issues when they arise.

Raising awareness about mental health amongst our young people will support them to become resilient and develop their existing aptitudes. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. Around 1 in 4 people at some stage in their lives will suffer from a mental health issue. Some of the most common ones are: depression, anxiety,

Version Control		
Date	Version	Comments
June 22	1	

stress, eating disorders and self-harm. Effective implementation of our mental health policy and procedures will help us to ensure that we promote a safe and stable environment for students and staff affected both directly and indirectly by mental health issues.

Emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Involving students more fully in the operation of the school
- Helping students and staff feel happier, more confident and more motivated
- Helping to meet legal, ethical and curricular obligations.

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 and governors.

### Promoting Positive Mental Health and Well-being for Students

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our personal development curriculum, tutor programme and assemblies as well as cross-curricular links where relevant.

We ensure that the content of lessons is determined by the specific needs of the cohort. The structured and tailored teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement. The teaching of mental health and emotional wellbeing issues help our students gain a sense of belonging and makes them feel safe.

It also provides knowledge and encourages positive attitudes with regards to students managing their lives in a healthy way. By doing so, it will enable them to develop their confidence, self-esteem and deepen their understanding. Relationship and Sex Education (RSE) provides opportunities for reflection and promotes good mental health and wellbeing, emotional health and physical health. Where appropriate, it is helpful to draw up an individual care plan for students needing additional learning and/or wellbeing support. This should be drawn up involving the student, the parents, SENDCo and relevant health professionals.

Research points to the positive impact enrichment can have on a students' mental health and as part of the school's co-curriculum offer the school also has an extensive enrichment programme which all students are able to access. This includes opportunities in sport and music as well as clubs specifically designed to promote positive mental health such as Mindfulness' club and Arts & crafts club. Please see appendix 5.

### Individual Liberty

SPWT, like the rest of society, is made up of a wide range of values, beliefs and attitudes. SPWT is committed to equality, respect and dignity for all. This includes lesbian, gay, bisexual, transexual and intersex (LGBTQ) groups and these are made explicit at the secondary school. At the primary school, children are taught equality and respect at an age-appropriate level, in a more general

Version Control		
Date	Version	Comments
June 22	1	

sense. The school follows the RHE guidance available from the DfE website. (See other appropriate policies e.g. equalities).

### Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. The nature of the support available is outlined in *Appendix 5&6*.

We will display relevant sources of support in communal areas such as tutor rooms, staff room and key stage offices and will regularly highlight sources of support to students and staff through tutor time and the staff bulletin. We also have photographs of the safeguarding team on display around both schools and hold and share information about local sources of help where relevant.

If any student discloses that they are thinking of harming themselves, others or if someone is harming them, the safeguarding team must be notified immediately.

### Confidentiality & Managing Disclosures

Staff should be honest with the students in regards to the issue of confidentiality and its limitations. If it is necessary to pass on concerns about a student, for reasons of harm and safety, where possible this should be discussed with the student first before breaking that confidentiality. If a child gives reason to believe that there may be underlying child protection issues, the safeguarding policy should be followed, the DSL should be informed and the concern logged on CPOMS. *(Refer to the Safeguarding Policy for further details)*

Sharing what a child has confided with you should not be shared with other members of staff unless in the best interest of the child. *(Refer to the Safeguarding Policy for further details)*

## 8. Understanding Common Mental Health Issues

### Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to the safeguarding team and the mental health and emotional wellbeing leaders.

### Possible Warning Signs Include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Skipping PE or getting changed secretly
- Social Media related concerns.

Version Control		
Date	Version	Comments
June 22	1	



## 9. Working With all Parents

Where it is deemed appropriate to inform parents of concerns regarding a child, this should be done in a sensitive manner and only by approved members of staff, such as the safeguarding or pastoral teams. Before disclosing to parents, the following should be considered:

- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the student, safeguarding team, Head of year, Phase Leader or other members of staff
- What is the aim to be achieved?

Parents are often very welcoming of guidance and information from the school about supporting their children's emotional and mental health. In order to support parents, the school will:

- Ensure the mental health policy is easily accessible
- Highlight sources of information and support about common mental health issues on the school website, end of term letters and through parent forums
- Ensure that all parents are aware of who to talk to if they have concerns about their own child
- Share ideas about how parents can support positive mental health in their children through our parent forums and workshops in the Primary School with outside agencies such as VAWG and THEWS
- Keep parents informed about the mental health topics their children are learning about in PSHE in the Primary School/PD in the Secondary School and share ideas for extending and exploring this learning at home.

## 10. Staff Training

As part of the school's drive to embed acceptance of mental health issues and wellbeing into the school culture, designated members of staff have received training about how to recognise and respond to mental health issues. These designated members of staff will be working alongside the safeguarding team.

Training opportunities for all staff is offered through staff INSET/meeting sessions, and as part of the performance management process who require more in-depth knowledge. Additional training will be provided throughout the year where it becomes appropriate. Suggestions for individual or group training should be discussed with the school's mental health and wellbeing lead.

## 11. Appendix 1 – Key Members of Staff Referenced

### Secondary School

- Firdusi Uddin - Designated Safeguarding Lead
- Owen Williams - Deputy Designated Safeguarding Lead and Mental Health lead
- Gloria Lynch - Deputy Designated Safeguarding Lead
- Dionne Mottley - Safeguarding Officer
- Nicola Brown - School Social Worker.

### Primary School

Version Control		
Date	Version	Comments
June 22	1	



- Alice Greenwood - Designated Safeguarding Lead
- Siobhan Fehim - Deputy Designated Safeguarding Lead
- Imogen Ali - Safeguarding Officer
- David Hodges - Safeguarding Officer
- Tanisha Rahman - Safeguarding Officer.

## **Mental Health First Aiders:**

### **Secondary School**

- Sonia Marquis
- Jabon-Nahar Begum
- Imelda Tracey
- Athina Christou
- Kimboshane Barnes
- Shojib Ali
- Shaju Ahmed
- Yasin Shopon
- Louise Addison-Pereira.

### **Pastoral Leaders**

#### **Secondary School**

#### **Year Team Leaders**

- Leanda Newlyn
- Masuma Ahmed
- Bodrul Hoque
- Kathleen Waterhouse
- Athina Christou
- Daniella Peters.

### **Student Achievement Co-ordinators**

- Coral Williams
- Sonia Marquis
- Shojib Ali
- Rosie Staley
- Nazia Uddin

### **Primary School**

- Alice Greenwood - Primary School
- Mariam Aziz - KS1
- David Hodges - KS2.

### **Additional Roles Within the Wellbeing Team**

#### **Secondary School**

Version Control		
Date	Version	Comments
June 22	1	



- Alessia Farley & Peppie Mincheva - School Counsellor
- Anthony Davis - THEWS - School Wellbeing Practitioners
- Robert Somerville - Learning Support Lead
- Zakira Kazi - Higher Level Teaching Assistant (HLTA)
- Hena Begum - Inclusion Manager
- Emma McCay - SENCO
- Lisa Jeffrey - CSB Subject Driver

### Primary School

- Alice Greenwood - Assistant Headteacher - Pastoral Lead
- Khadra Hussein - SENCO and Inclusion Manager
- Tanisha Rahman - Family Support Officer
- Naznin Begum - Pastoral Co-Ordinator
- Katerina Stergiou - PSHE, Wellbeing and Rights Respecting Schools Lead.

## 12. Appendix 2 - Links to Legislation and Guidance Documents

- <https://www.ust.london/policies/child-protection-safeguarding> Child Protection and Safeguarding Policy
- <https://www.spwt.net/policies/additional-educational-needs-send-offer> Additional Education Needs and SEND offer
- <https://www.ust.london/policies/equalities> - Equalities policy
- [Mental health and behaviour in schools](#) - departmental advice for school staff. Department for Education (2014)
- [Counselling in schools: a blueprint for the future](#) - departmental advice for school staff and counsellors. Department for Education (2015)
- [Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#) (2015). PSHE Association. Funded by the Department for Education (2015)
- [Keeping children safe in education](#) - statutory guidance for schools and colleges. Department for Education (2016)
- [Supporting students at school with medical conditions](#) - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)
- [Healthy child programme from 5 to 19 years old](#) is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)
- [Future in mind - promoting, protecting and improving our children and young people's mental health and wellbeing](#) - a report produced by the Children and Young People's Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)
- [NICE guidance on social and emotional wellbeing in primary education](#)
- [NICE guidance on social and emotional wellbeing in secondary education](#)

Version Control		
Date	Version	Comments
June 22	1	

- [What works in promoting social and emotional wellbeing and responding to mental health problems in schools?](#) Advice for schools and framework document written by Professor Katherine Weare. National Children's Bureau (2015).

### 13. Appendix 3 – Procedures and Processes

Where a staff member has concerns regarding a pupils' mental health, they should follow the processes outlined in the Child Protection and Safeguarding policy.

### 14. Appendix 4 – Understanding Common Mental Health Issues

#### Self-Harm

Self-harm describes any behaviour where a person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support available

[SelfHarm.co.uk](http://SelfHarm.co.uk): [www.selfharm.co.uk](http://www.selfharm.co.uk)

[National Self-Harm Network](http://National Self-Harm Network): [www.nshn.co.uk](http://www.nshn.co.uk)

#### Depression

Ups and downs are a normal part of life, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

#### Online Support Available

[Depression Alliance](http://Depression Alliance): [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

#### Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people, and it is something that individuals experience at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

#### Online Support

[Anxiety UK](http://Anxiety UK): [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

#### Obsessions and Compulsions

Obsessions describe intrusive thoughts or feelings that enter minds which are disturbing or upsetting; compulsions are the behaviours that are carried out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by

Version Control		
Date	Version	Comments
June 22	1	

repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

### Online Support

[OCD UK: www.ocduk.org/ocd](http://www.ocduk.org/ocd)

### Suicidal Feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

### Online Support Available

[Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

[On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/)

### Eating Problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

### Online Support

[Beat - the eating disorders charity: www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

[Children and Young People | CAMHS Eating Disorder Service](http://www.camhs.nhs.uk)

<https://www.towerhamlets.nhs.uk>

[Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

### Substance Misuse

National Drugs Helpline – Online support available

Helpline for anyone concerned about drug misuse, including users, families, friends and carers  
0800 776600(24HOURS)

## 15. Appendix 5 – School-based Support

### Whole School Approach

At St Paul's Way we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

Version Control		
Date	Version	Comments
June 22	1	



- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being
- Adhering to a positive, restorative approach to behaviour management
- Helping children socially to form and maintain relationships
- Helping children to feel comfortable about sharing any concerns or worries
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better
- Promoting self-esteem and ensuring children understand their importance in the world
- Helping children to be resilient learners and to manage setbacks
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it's normal to talk about mental health.

SPWF is a Rights Respecting school. The rights-respecting approach in education is rooted in the principles outlined in the United Nations Convention on the Rights of the Child (UNCRC). This approach recognises the fundamental rights of children and emphasises the creation of an environment that respects and upholds those rights. Implementing a rights-respecting approach can have positive effects on the mental health and well-being of students. The rights-respecting approach recognises the importance of emotional well-being and social development for students. It promotes the creation of safe and nurturing spaces where students can express themselves, discuss their feelings, and develop healthy coping mechanisms. By acknowledging and addressing the emotional needs of students, the approach helps create a positive and supportive social climate, reducing the likelihood of bullying, exclusion, and discrimination that can negatively impact mental health.

### **Tower Hamlets Education Wellbeing Service (THEWS)**

THEWS is part of a national initiative to introduce Mental Health Support Teams (MHSTs) in schools across England. These teams help spot early signs of mental health problems and link children with services that can support them. They also help teachers to embed a 'whole school approach' to mental health to ensure that everyone is looking out for children's wellbeing. As part of this, they lead whole school Mental Health CPD and more advanced CPD for key staff such as the pastoral team. SPWT Secondary has an Education Wellbeing Practitioners that partner with the school and deliver direct one to one sessions for students with a range of mental health difficulties. THEWS also hold consultation meetings with parents and the school and are able to signpost to additional support.

### **Secondary School Based Support**

The school has a wide range of school-based support processes in place, to help promote positive mental health and wellbeing. Support processes include:

Version Control		
Date	Version	Comments
June 22	1	



## Enrichment Activities

St Paul's Way Education • Foundation • Trust		SPW Summer Term Enrichment					UST University Schools Trust
	Monday	Tuesday	Wednesday	Thursday	Friday		
<b>Before school</b> 7.45-8.30	<b>Basketball: Ball Handling</b> - Coach Asando <i>Asando</i>  <b>Music Support &amp; Practice</b> (1.12)	<b>Basketball</b> - Coach Asando <b>Y9 Girls Tennis</b> - Coach Chris  <b>Music Support &amp; Practice</b> (1.12)	<b>Basketball: Shooting</b> - Coach Asando <b>Y7 Boys Tennis</b> - Coach Chris <b>Music Support &amp; Practice</b> (1.12)	<b>Basketball: Team Play</b> - Coach Asando <b>Girls Football</b> - Ms Butler <b>Y8/9 Boys Tennis</b> - Coach Chris	<b>Basketball: Games</b> - Coach Asando <b>Y7/8 Girls Tennis</b> - Coach Chris		
<b>Lunch</b> 12.40-13.35	<b>Supervised Music Practice Games Club</b> (1.33) - Ms Brown	<b>SPW Choir</b> (Willoughby Theatre) <b>Year 7/8 Girls Arts and Crafts Club</b> (1.43) - External <b>Games Club</b> (1.33) - Ms Brown	<b>Ukulele Club</b> (1.12) - Music Staff	<b>KS4/5 Choir</b> (1.12) <b>Games Club</b> (1.33) - Ms Brown	<b>Supervised Music Practice Games Club</b> (1.63) - Ms Brown		
<b>After school</b> 3.30 - 4.30pm*	<b>Just Tennis</b> - Coach Chris <b>KS4 Basketball*</b> - Coach Asando <b>Y7-10 Athletics</b> - Mr Shanney & Mr Williams <b>Y7 Football</b> - Sam <b>Girls Fitness*</b> - Helal/Jeff <b>KS3 Trampoline</b> - Ms Peters  <b>SPW Orchestra</b> - Music Staff  <b>KS3 Creative Writing Club</b> (1.20) - Ms Young, Mr McCarney <b>Art for Wellbeing Club</b> (Wk1, 3,14) - Ms Addison-Pererla <b>Y7/8/9 Homework Club</b> (2.33) <b>Y11 Homework Club</b> (2.34)	<b>Y7-Y11 Girls Badminton*</b> - Helal <b>Y7-Y10 Girls Netball*</b> - Ms Butler <b>Y9 Football Training</b> - Mr Okoro <b>Rock School</b> - Music Staff <b>Glee Club</b> (0.11) - Ms Smith <b>KS3 Debate Mate</b> (0.48) - Ms Khanom  <b>Y8/9 Design Technology Club</b> (0.42) - Ms Revie <b>KS3 Ultimate Science Club</b> (1.02) - Mr Rashid <b>Coding Club</b> (2.35) - Mr Abokor <b>Roof Garden Club</b> - Mr Sommerville, Ms Dhillon <b>Chess Club</b> (Library) - Dr Gallagher <b>KS4/KS5 Debate Club</b> (1.45) - Mr Todd <b>Y7/8/9 Homework Club</b> (2.33) <b>Y10 Homework Club</b> (2.34)	<b>Y7-Y10 Boys Cricket</b> - Mr Winter <b>Y7-10 Girls Cricket</b> - Ms Clarke <b>Y7-10 Table Tennis</b> - Mr Valencia <b>Y9-Y11 Boys Fitness*</b> - Helal/Jeff <b>Girls Basketball*</b> - Coach Asando <b>KS4/KS5 Mixed Tennis*</b> - Coach Chris <b>Music Tech Club</b> - Music Staff <b>KS4/KS5 Acting Classes</b> (0.11) - Mr Maynard <b>KS4/KS5 Life Drawing Classes</b> (3.10) - Ms Hill <b>KS3 Film Club</b> (1.20) - Mr McCarney & Mr Keating <b>Y7/8/9 Homework Club</b> (2.33) <b>Y11 Homework Club</b> (2.34)	<b>Y7-Y11 Boys Badminton*</b> - Helal <b>Y11 Boys Tennis*</b> - Coach Chris <b>KS5 Football</b> - Sam  <b>SPWT Whole School Musical</b> (Willoughby Theatre) - Performing Arts Staff  <b>KS4/KS5 Science Reading Club</b> (1.05) - Ms Nasreen  <b>Y7/8/9 Homework Club</b> (2.33)	<b>Y7/8 Boys Basketball*</b> - Coach Asando <b>Y11 Football</b> - Mr Jacobs, Mr Valencia <b>Y10/11 Girls Tennis*</b> - Coach Chris <b>KS5 Fitness*</b> - Helal/Jeff  <b>KS3 Drama Club</b> - Mr Maynard (0.11) <b>Y11 Homework Club</b> (2.34)	<i>*Please note: exact start and end times will vary, please find them out from the club organiser listed. *Many After School Sports Clubs finish at 5pm</i>	
<b>KS3</b> <b>KS4</b> <b>KS5</b> <b>Multiple</b>							
Additional clubs run by Spotlight are also available at St Paul's Way Centre							

### Curriculum Support Base (CSB)

The CSB classroom is a 'safe' environment where our most vulnerable AEN students can choose to spend unstructured social times (before and after school as well as break and lunch). It is always supervised and any student who requires a calm space is made to feel welcome. Mixed year group friendships develop and support is provided by both staff and other students.

Time is spent developing language around feelings - giving names to feelings and emotions and allowing students to take ownership of those feelings.

### AEN Faculty Support Systems

To ensure success for students in the school we focus strongly on the swift and effective identification of any additional needs they may have. In order to do this we have systems of monitoring and referral to the AEN team, including:

- Regular monitoring of progress data to highlight students who are not progressing and may have additional needs and need support
- Regular monitoring of other information such as behaviour that may indicate a concern
- Weekly Year Inclusion Meeting (YIMs) dedicated to highlighting any concerns that can then be referred to the AEN team
- An AEN CPD programme for staff that ensures they are able to recognise when students may need additional support
- The AEN team also offer the following interventions delivered by trained specialist

Version Control		
Date	Version	Comments
June 22	1	

- HLTAs:
- ELSA (a 1:1 emotional literacy programme) run by a HLTA who has been trained to work with children who are showing a wide range of emotional needs. For example, anxiety or feeling worried
- Lego therapy, a social skills programme designed for pupils who have social communication needs, alongside social thinking groups are delivered by the Speech and Language Therapist (SALT) and a HLTA who has been trained by the SALT
- Zones of Regulation, an intervention that supports the pupils to develop their emotional vocabulary so they can explain how they are feeling, manage their emotions and provide them with strategies to self-regulate their emotions and improve their wellbeing. The intervention is led by different staff depending on the needs of the child for example 'HLTAs, SALT, Phoenix outreach.

### Learning Support

The Learning Support team (LS) provides a safety net for students with a significant mental health need ensuring they are suitably managed in school and lessons. We ensure that the students are provided with a safe environment in school and that, if necessary students are provided with lift keys, toilet passes, access codes to the accessible toilets and time out cards etc. Learning Support maintains close contact with families and work with the Borough and other supportive/external agencies.

The ethos of the LS allows for a safe and positive environment where all including socially and emotionally vulnerable students know they can study without unnecessary questioning. Students rarely ask why another student is in LS and have a high level of acceptance and tolerance.

Students may spend a period of time wholly in LS or may be timetabled for some subjects or periods, where there are difficulties in lessons or for respite.

The LS is also used for new students arriving at the school either by the Managed Move process or through mid-Phase Admission. They start in the LS full time before gradually being integrated into mainstream lessons. LS ensures that it investigates the background of all new students, to ensure their needs are fully met when they arrive at the school. Students arriving late in Key Stage 4 may be offered a timetabled slot in Learning Support in order to catch up with studies.

The LS uses horticulture and school pets to help nurture students and create a calming and therapeutic environment. LS also employs the Arts Award and has recently begun to work with the Princes' Trust with students working on the 'Achieve' programme.

The LS ethos is grounded in the acceptance that every student has a unique set of circumstances, which needs to be addressed individually.

### Greenhouse Sports Mentoring

SPWT are partnered with Greenhouse sports who provide the school with two sports mentors who are able to provide students with mentoring to promote positive mental health. These sessions can include group sessions or targeted one to one sessions with a particular focus on mental health

### Counselling

Version Control		
Date	Version	Comments
June 22	1	



SPWT Secondary offers all our students access to professional counselling support. Counselling contributes to improving educational outcomes for students by supporting them in their obstacles to learning. Counselling also provides a personal space for our students where they may be having difficulties or just want some time for themselves.

This service is provided by a qualified counsellor and conforms to the current best practice for professional standards for school-based counselling.

There are three main referral routes for both counselling and THEWS - self-referral, referral through form tutors/YTL, or referral by parent or carer. The final decision lies with the students as to whether or not they wish to receive counselling. If parents do not wish for their child to be referred to this service, they must inform the school.

Parents can request a meeting with the School Counsellor to better understand the service. The availability of the counselling service is a major boost to our capacity to support students.

### Spotlight Mental Health Peer Mentors

The school has a partnership with Spotlight youth centre who provide some of our 6<sup>th</sup> form students with formal mental health training to become peer ambassadors. The students then offer sessions with students including an open drop-in service during lunch time or structured one to one support.

### Primary School Based Support

- Therapeutic groups

SPWF offers:

- ELSA (a 1:1 emotional literacy programme) run by a specialist teaching assistant who has been trained to work with children who are showing a wide range of emotional needs. For example, anxiety or feeling worried
- Lego therapy a social skills programme designed for pupils who have social communication needs, alongside social thinking groups and specialised programmes such as CBT (under the supervision of our Educational Psychologist)
- Cosmo Kidz, an intervention that provides children with a safe space to talk through a range of social scenarios to support with their interactions
- Zones of Regulation an intervention that supports the pupils to develop their emotional vocabulary so they can explain how they are feeling, manage their emotions and provide them with strategies to self-regulate their emotions and improve their wellbeing. The intervention is led by a trained LSA under the provision of our SENDCO. Zones of Regulation is also taught through our PSHE lessons, and we use the Zones of Regulation language as part of daily school life. A Zones of Regulation poster is displayed at every classroom, so the pupils can identify their feelings and select the appropriate strategies to self-regulate their emotions. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

Version Control		
Date	Version	Comments
June 22	1	

### Brain Buddies Programme

- 'Brain Buddies' lessons are incorporated into our PSHE curriculum offer; lessons are taught from year 1 - year 6. Brain Buddies is a programme, designed by THEWS mental health practitioners, to support children to identify emotions and make mentally healthy choices.

### Worry Boxes (KS1/KS2) and Worry Dolls (EYFS)

- SPWF fosters an environment where children can either openly or anonymously share worries and concerns. These are monitored by class teachers and shared with the Pastoral Team, who subsequently recommend/implement supportive intervention.

### AEN Support Systems

- Swift and effective identification of any additional needs with regular systems of monitoring and referral to the AEN team.

### Learning Support

- Support for medically vulnerable students ensuring they are suitably managed and supported in school and lessons.

### Parental Support - Tower Hamlets

[https://www.towerhamlets.gov.uk/lgnl/education\\_and.../parental\\_support.aspx](https://www.towerhamlets.gov.uk/lgnl/education_and.../parental_support.aspx)

The Parent and Family Support Service work with partners and stakeholders to offer a range of services which inform, empower and support parents and carers of children birth - 19 years, 25 years for young people with disabilities.

### Family Information Service - Tower Hamlets

[https://www.towerhamlets.gov.uk/lgnl/...and.../family\\_information\\_service.aspx](https://www.towerhamlets.gov.uk/lgnl/...and.../family_information_service.aspx)

The Family Information Service (FIS) provides free, impartial information and advice on a wide range of services for children and young people (birth to 25 years old), parents and families.

### Mind in Tower Hamlets and Newham

[www.mithn.org.uk/](http://www.mithn.org.uk/)

Mind in Tower Hamlets and Newham is a community mental health charity who work in partnership with service users, community organisations and statutory services in order to develop and deliver an exciting programme of activities which helps to promote wellbeing, recovery and resilience as well as reduce mental health stigma and discrimination.

### Young Carers

[https://www.towerhamlets.gov.uk/lgnl/health\\_social\\_care/carers/young\\_carers\\_support\\_and\\_adv\\_i.aspx](https://www.towerhamlets.gov.uk/lgnl/health_social_care/carers/young_carers_support_and_adv_i.aspx)

Children and young people under 18 who have caring responsibilities are often referred to as 'young carers' who usually need support from adults, health and wellbeing services or children's

Version Control		
Date	Version	Comments
June 22	1	

social care services. They will assess the support needs of the adult or sibling child they care for and ensure that those needs are met by paid services as far as is possible.

### Step Forward

<http://www.step-forward.org/about/our-services/>

Step Forward provides young people aged 11-25 years in and around Tower Hamlets free and confidential support services including Counselling, Personal Development, LGBTQ, Sexual Health, Mindfulness and Art.

Therapy. Step Forward also offer one-to-one sessions, group sessions, workshops, fun and healthy activities, and a weekly clinic.

### CHAMP

<http://www.localoffertowerhamlets.co.uk/organisations/23184-children-and-adult-mental-health-project-champ?term=CHAMP>

CHAMP is a parental mental health team in Tower Hamlets providing support to families where there is an adult with mental illness. This includes early interventions for children living with parental mental illness, offering consultation and support to allied professionals, providing a point of contact and coordination of service in cases where more than one agency is involved with a family and organising group activities and outings for children living with mental illness.

### Health and Wellbeing Hubs

[http://www.localoffertowerhamlets.co.uk/blog\\_articles/1676-new-integrated-young-people-s-health-and-wellbeing-service-sexual-health-and-substance-misuse](http://www.localoffertowerhamlets.co.uk/blog_articles/1676-new-integrated-young-people-s-health-and-wellbeing-service-sexual-health-and-substance-misuse)

Tower Hamlets Public Health commissioned Compass and Kings College Hospital NHS Foundation Trust to work in partnership to provide education, support and advice, to promote health and wellbeing, and offer testing and where appropriate treatment for sexual ill health and substance misuse. The service is open to young people aged 10-19 years and also to those aged 19-25 years who are known to be at risk of poor health, including Looked-After Children, children who are leaving care and those with a Special Educational Need or Disability. The service is available at: East Side Youth Centre, Haileybury Youth Centre and Island Health.

### Spotlight

<https://wearespotlight.com/whats-on/121/>

Spotlight is the local youth organisation who offer support to young people in a variety of different ways including one to one support from youth workers. Following this they are able to provide targeted support such as counselling and therapy provided by Docklands Outreach Service. They are also run 'Healthspot' which is an opportunity for young people to speak to a GP.

### Children and Adolescent Mental Health Services (CAMHS)

<https://www.eft.nhs.uk/camhs/where-we-work/camhs-tower-hamlets>

CAMHS offers assessment, help and support to children, young people, and their families who are experiencing emotional, behavioural or mental health difficulties. Whether this is impacting the young person at home, at school, or in their relationships, they will listen to find out what has been

Version Control		
Date	Version	Comments
June 22	1	



happening, how it is affecting the young person and those around them, and help find a way forward. They cover several different issues such as ADHD, Anxiety, Autism, Depression, Eating disorders, OCD, PTSD & Self-harm.

## 16. Approval Signature

### Signature of Executive Headteacher

**Print name: Phil Akerman**

**Date: July 2023**

### Signature of Chair of Governors

**Print name: Dr Joe Hall**

**Date: July 2023**

Version Control		
Date	Version	Comments
June 22	1	