PORG International School Mental Health and Wellbeing Policy

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Introduction

At PORG International School, we recognise that children's emotional health and wellbeing play a fundamental role in their cognitive development, learning, and long-term outcomes. Mental health is essential to overall well-being and influences how individuals think, feel, and behave. It also affects their ability to cope with stress, build relationships, and make decisions.

We acknowledge that all members of the school community, including pupils and staff, may experience challenges that impact their mental health. We are therefore committed to fostering a supportive, inclusive, and safe environment in which everyone feels valued and able to seek help when needed. We believe that all individuals have the right to learn and work in an environment that actively promotes positive mental health and wellbeing.

Ethos

PORG International School is committed to creating a culture where mental health and wellbeing are prioritised and embedded within all aspects of school life. We recognise that the physical, social, and emotional environment in which pupils and staff spend their time has a significant impact on wellbeing and achievement.

We strive to provide a safe, secure, and nurturing environment that promotes positive behaviour, mutual respect, and a strong sense of belonging. We aim to ensure that all members of the school community feel emotionally safe and are able to express their thoughts and feelings openly without fear of judgment.

We are committed to preventing bullying, discrimination, and any form of harm. We actively promote positive relationships between pupils, staff, parents, and the wider community, recognising that these relationships are central to wellbeing. A mentally healthy school is one in which everyone contributes to a positive ethos, feels valued, and understands their role in promoting wellbeing.

Aim

The aim of this policy is to promote positive mental health and emotional well-being for all members of the school community. The school seeks to increase awareness and understanding of mental health issues, enabling early identification and appropriate support.

We aim to ensure that staff are confident in recognising early warning signs of mental health difficulties and understand how to respond effectively. The school is committed to providing appropriate support for pupils experiencing mental health challenges and to ensuring that clear pathways exist for accessing both internal and external support services.

In addition, we aim to develop resilience and coping strategies among pupils, equipping them with the skills needed to manage challenges and maintain well-being. The school also recognises the importance of staff wellbeing and is committed to fostering a culture in which staff feel supported and valued.

Publication

This policy is available to all staff, pupils, parents, and carers via the School Information System Skola Online. It is reviewed at least every two years or sooner in response to changes in legislation, guidance, or school context. The review process ensures that the policy remains effective, relevant, and aligned with best practices and standards.

Overview of this policy

- Defining mental health.
- Roles and responsibilities.
- Supporting children's positive mental health.
- Teaching about mental health and wellbeing.
- Staff support and training.
- Link with other policies.

Definition of mental health

Mental health is defined by the World Health Organisation as a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively, and is able to contribute to their community. This definition underpins the school's approach to promoting mental health and wellbeing. 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 his or her community. (World Health Organisation)

Roles and responsibilities

All staff at PORG International School have a responsibility to promote positive mental health and to be aware of the factors that may affect pupils' wellbeing. Staff are expected to recognise early signs of mental health difficulties and to respond in line with school procedures.

Staff should be aware of risk factors that may increase vulnerability, including long-term physical illness, family difficulties, bereavement, and bullying. Equally, they should understand protective factors such as positive relationships, self-esteem, emotional literacy, and a sense of belonging.

Where a member of staff has concerns about a pupil's mental health, these should be reported to the Principal in the first instance. If there is an immediate safeguarding concern, the matter must be referred to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures. In cases of medical emergency, standard emergency procedures must be followed.

The Pastoral Lead is responsible for coordinating the school's approach to mental health and wellbeing and works closely with the PSHE Lead, DSL, and other staff to ensure consistency and effectiveness.

The school recognises that pupils may be affected by the mental health difficulties of their peers. Appropriate support will be provided to pupils who may be impacted, ensuring that they are guided in how to respond safely and are able to access support for themselves.

The school is working in partnership with parents and carers, recognising their crucial role in supporting children's mental health. Communication with parents is handled sensitively and appropriately, with clear information, guidance, and follow-up provided. The school ensures that parents know how to access support and who to contact with concerns.

Supporting Positive Mental Health

PORG International School adopts a whole-school approach to promoting positive mental health. This includes pupil-led initiatives, classroom-based strategies, and whole-school activities.

Pupils are encouraged to take an active role in promoting wellbeing through awareness campaigns, peer mentoring, and structured support programmes. Opportunities are provided for pupils to develop supportive relationships and contribute to a positive school environment.

Within the classroom, strategies such as positive reinforcement, structured discussion opportunities, and safe spaces for sharing concerns are used to support emotional well-being. Staff create environments in which pupils feel secure, respected, and able to engage fully in learning.

At a whole-school level, wellbeing is promoted through assemblies, displays, and enrichment activities that reinforce positive values, celebrate achievement, and encourage a sense of community. These approaches are designed to build resilience, confidence, and a shared commitment to wellbeing.

Teaching Mental Health and Wellbeing

Mental health and wellbeing are taught through the PSHE curriculum in accordance with PSHE Association guidance. The curriculum provides pupils with the knowledge, skills, and understanding required to maintain their own well-being and support others.

Teaching focuses on developing emotional literacy, resilience, and the ability to recognise and manage emotions. Pupils are encouraged to seek help when needed and to understand how to access support. Content is age-appropriate and responsive to the needs of the cohort.

Staff Support and Training

The school is committed to supporting staff well-being and ensuring they are equipped to respond effectively to mental health needs. All staff receive regular training on recognising and responding to mental health issues as part of safeguarding training.

Additional professional development opportunities are provided where needed, and staff have access to resources to support their understanding of mental health. The school promotes a culture in which staff wellbeing is valued and supported.

Monitoring, Evaluation and Impact

The effectiveness of this policy is monitored and evaluated through a range of measures. The school reviews safeguarding and pastoral records, behaviour and attendance data, and referrals to support services to identify trends and inform practice.

Pupil voice is gathered through surveys and discussions to assess perceptions of safety and well-being. Staff feedback is also collected to evaluate the effectiveness of support systems.

The Senior Leadership Team, in collaboration with the Pastoral Lead and DSL, regularly reviews wellbeing provision and the impact of interventions. Findings are used to inform the School Development Plan and drive continuous improvement.

Equality, Inclusion and Confidentiality

PORG International School is committed to ensuring that all pupils have equal access to mental health support. The school recognises that some individuals may be more vulnerable and ensures that support is tailored to meet diverse needs.

Confidentiality is maintained in all matters relating to mental health, in line with safeguarding requirements and data protection regulations. Information is shared on a need-to-know basis, and confidentiality may be overridden in cases of safety concerns.

Early Identification and Intervention

Early identification of mental health needs is a priority. Staff are trained to recognise changes in behaviour, emotional state, or performance that may indicate emerging concerns.

Where concerns arise, appropriate procedures are followed to ensure timely support. This may include internal support or referral to external services. Interventions are proportionate to need and are regularly reviewed to ensure effectiveness.

Links to Other Policies

This policy should be read in conjunction with the:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHE Policy.

IMPORTANT CONTACTS		
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