



# Shoreham Academy

The best in everyone™

Part of United Learning

<b>Title</b>	<b>Mental Health Policy</b>
<b>Policy Owner</b>	<b>Lydia Shelley</b>
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## Mission 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 Organization*

At Shoreham Academy, we are committed to promoting positive mental health for all students and staff. We employ both universal strategies and targeted interventions to support well-being and respond to mental health concerns. Our aim is to foster a safe, inclusive, and supportive environment where mental health is prioritised.

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## Strategic Commitment

Shoreham Academy integrates health and wellbeing throughout all aspects of school life. We are dedicated to:

- Promoting healthy lifestyle choices
  - Facilitating open discussions around mental health
  - Educating staff and students on mental wellbeing
  - Offering services to support physical, mental, and sexual health
  - Empowering individuals to make informed health and safety decisions
  - Engaging the entire school community in shaping mental health strategy
  - Partnering with external organisations to enhance provision
  - Using data to inform and evaluate wellbeing initiatives
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## Five-Step Development Programme

### 1. **Leading Change**

Leadership fully supports a whole-school approach to mental health.

### 2. **Working Together**

Mental Health Focus Groups for students and staff contribute to strategic planning and evaluation.

### 3. **Understanding Need**

We identify at-risk individuals, monitor wellbeing, and evaluate the impact of interventions.

### 4. **Promoting Wellbeing**

Wellbeing is embedded in our ethos and regularly communicated through assemblies, briefings, parent updates, and student leadership.

## 5. Supporting Staff

A dedicated strategy led by a Vice Principal includes a Staff Wellbeing Manifesto, regular surveys, and embedded support systems.

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## Student Mental Health & Wellbeing Strategy

We focus on early identification and support through:

### 1. Prevention

Creating a safe, supportive environment and integrating mental health education across the curriculum.

### 2. Identification

Spotting early signs of mental health issues and responding promptly.

### 3. Early Support

Providing internal intervention through a structured referral system.

### 4. Specialist Support

Collaborating with external agencies to ensure timely access to professional care.

**Targeted Support** – Graduated Approach to support student Mental Health:

Graduated approach to support		
Stage	Provision required	Support and provision
1	Universal Monitoring	<ul style="list-style-type: none"><li>• High quality inclusive care</li><li>• Mentor Support</li><li>• Curriculum Inputs</li></ul>
2	Early Intervention	<ul style="list-style-type: none"><li>• Key worker</li><li>• Pastoral Support – check ins, permission cards</li><li>• SEMH Wellbeing</li><li>• Behaviour &amp; Emotional Support</li><li>• Boys Impact Mentoring</li><li>• Dare2Dream</li><li>• EBSA</li><li>• Girls Network</li><li>• Peer Mentoring</li><li>• MH Ambassadors</li><li>• Creative Wellbeing</li></ul>

3	Targeted Additional Support	<ul style="list-style-type: none"> <li>• Juno Project (Y8 Girls Only)</li> <li>• SA Concordia EWP</li> <li>• Behaviour &amp; Wellbeing Support</li> <li>• MIND Support</li> <li>• MHST – The Thoughtfull Service</li> </ul>
4	Intensive Additional Support	<ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• IFD Referral</li> <li>• SPoA Referral</li> <li>• MAHMET</li> </ul>
5	Provision Outside of School	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• YES</li> <li>• YMCA Dialogue</li> <li>• Private psychotherapy/counselling</li> </ul>

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## Whole School Approach: Eight Principles

### 1. Leadership & Management

Strategic oversight and advocacy for mental health at all levels.

### 2. Curriculum & Learning

Embedding resilience and emotional learning through PSHE, assemblies, and subject-specific content.

### 3. Student Voice

Feedback mechanisms include student councils, surveys, mentoring, and ambassador programmes.

### 4. Staff Development

CPD on mental health, wellbeing forums, and access to supervision.

### 5. Monitoring Interventions

Tracking student wellbeing through reports, triage teams, and collaboration with external services.

### 6. Parental Engagement

Active partnership through workshops, pastoral support, and community programmes.

### 7. Targeted Support

Tailored interventions for those with specific mental health needs.

### 8. Inclusive Ethos

Celebrating diversity through curriculum links, national events, and equality initiatives.

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## Key Staff Contacts

- **Lydia Shelley** – Vice Principal (Pastoral)
- **Hayley Hill** – Vice Principal (Staff Wellbeing)
- **Claire Joyce** – Assistant Principal (Behaviour & Attendance)
- **Mel Edwards** – Director of Inclusion
- **Hannah Phillips** – SENCO
- **Carolyn Gilding** – Designated Safeguarding Lead
- **Melissa Belgeonne** – Senior Mental Health Lead
- **Stacey Lowell** – School Counsellor
- **Joe Smith** – Safety Officer
- **Jeanette Salter** – Student Services Manager

Additional support from Heads of School, Pastoral Managers, Intervention Leads, and the Young People's Mental Health Team.

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## Compliance

Shoreham Academy is committed to meeting all statutory responsibilities concerning mental health, including:

- **Safeguarding** (KCSIE): Preventing the impairment of mental and physical health
- **PSHE Curriculum**: Incorporating mental wellbeing into student learning
- **Ofsted**: Supporting personal development and mental health awareness
- **SEND**: Complying with the SEND Code of Practice

