



Whole School Mental Health and Well-being Policy

Headteacher

Paul McLean

Signed.....

Chair of Governors

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Signed

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Mental Health and Well-being Policy

"At Kirkleatham Hall School, it is our mission to work together, as a whole school community, to lead change to develop a positive attitude to mental health and well-being, to promote positive well-being, to understand the needs of each other whilst appreciating that they are individual and to support each other always, as well-being is everyone's responsibility. "

We are a school that has empathy, understanding and support at the heart of every interaction. We are always seeking to understand what behaviours are communicating to us and plan individualised support to develop communication and ensure that mental health and well-being foundations are strong to build upon to ensure effective learning and appropriate behaviours follow. We believe that without investment in relationships all our efforts will be fruitless. Relationships give us the tools/keys to work with each other and support and develop the whole student. The key to building strong relationships is investment of time and energy!

It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning as well as their physical and social health and their mental well-being in adulthood.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

All schools are under a statutory duty to promote the welfare of their students, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes. (KCSIE).

The DfE's document 'Promoting children and young people's mental health and well-being' describes 8 principles of a whole school approach to promoting mental health and well-being. See diagram.

Figure 2. Eight principles to promoting a whole school or college approach to mental health and wellbeing.



Anna Freud combines the 8 principles identified in the DfE guidance in to 5 Steps to help support schools in ensuring a whole school approach is adopted effectively:



In the same way that Safeguarding is everyone's responsibility, so is Mental Health and Well-being.

Our role in school is to ensure that the whole school community is able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being.

Purpose of the Policy

This policy sets out:

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing: "... 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."

Mental health and well-being is not just the absence of mental health problems. We want all members of our school community to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

Links to other Policies

This policy links to our policies on Safeguarding, Behaviour and Special Educational Needs (SEND) Policy. Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help our school community become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems; such as physical long-term

illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The School's Mental Health Team (Designated Safeguarding Team, Mental Health and Well-being Lead):

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff and organises training and updates
- Keeps staff up-to-date with information about what support is available
- Liaises with the PSHE Leader on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

Support includes:

- Pastoral Lead
- Safeguarding/Child Protection Team/ Mental Health and Well-being Lead
- Support staff to manage mental health needs of pupils
- School nurse
- CAMHS core meetings to support staff to manage mental health needs of pupils

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed and is developing a range of strategies and approaches including:

Pupil-led Activities

- Termly opportunities for out of school well-being experiences chosen by pupils
- Support for vulnerable children, for example, Speech and Language (SALT), TreeTops
- Sensory diet activities
- Annual EHCP meetings
- Effective transition information sharing alongside personalised provision plans for individual pupils

Class Activities

- PSHE friendship and relationship activities
- Mindfulness and breathing/meditation in class

Whole School

- Assembly themes, Children in Need, Red Nose Day, Sports Relief, anti-bullying week, safer internet, mental health awareness week, den building day etc
- PSHE rolling scheme of work

Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Small Group Activities

- After school clubs
- A range of activities for pupils to engage in outside (OPAL)

Teaching about Mental Health and Emotional Well-being

Through PSHE and within the PE and Equals Curriculums we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse.

We do this in different ways including:

- Identify individuals that might need support
- Working with the School Office staff who are often the first point of contact with families seeking support
- Transition days in school for new pupils
- Analysing behaviour, Team Teach incidents, exclusions and attendance
- EHCP meetings
- Staff report concerns about individual pupils to the teachers and/or Designated Safeguarding Team
- Daily staff briefing where staff can raise concerns about individual children
- Gathering information from a previous school at transfer or transition
- Meetings with parents
- Enabling pupils to raise concerns to class teacher and support staff
- Enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'

Any member of staff concerned about a pupil will take this seriously and talk to the Class teacher or Designated Safeguarding Team.

These signs might include:

- Non-verbal behaviour
- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Drug or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Wearing long sleeves in hot weather
- Repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. A risk assessment and plan will be made.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Designated Safeguarding Team and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff	Evidence-based Intervention and Support - the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils For example	Monitoring
Highest Need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Educational Psychologist involvement External agency support that provides 1:1 support and group work, EHCP	All pupils needing targeted individualised support will have an Individual Care Plan drawn up setting out - <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support

Some Need	1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends	<ul style="list-style-type: none"> Any special requirements Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a Strengths and Difficulties Questionnaire <p>Multi-agency meetings and regular reviews and feedback with parents/carers Early Help Referral and Children's Services if appropriate</p> <p>Discussion, advice and support in Child and Mental Health Services (CAMHS) core hours for key staff An electronic log is kept and there are monthly safeguarding team meetings Weekly staff briefing</p>
Low Need	General support e.g. Lunch Club, class teacher/TA, Learning Mentor 'Check-in'	

Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some cases a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision. School referrals to a specialist service will be made by the Designated Safeguarding Team, Mental Health and Well-being Lead or Pastoral Staff following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

Specialist Service	Referral Process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
School Mentor	Accessed through school
Educational Psychologist	Accessed through school
Early Help Referral	Accessed through school, Designated Safeguarding Team

Involving Parents and Carers Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- Have an Open Door Policy.
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- Contact parents and carers and meet with them
- In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree an Action Plan
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3).

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Staff training to raise awareness of Mental Health and emotional well-being topics will be accessed from a variety of organisations, such as Anna Freud, Mind, The National College and Learning Curve.

USEFUL CONTACTS

 <p>Impact on Teesside 01642573924 enquiries@impactonteesside.com www.impactonteesside.com/</p>	 <p>Shout for support in a crisis Text 'shout' to 85258 www.giveusashout.org/</p>
 <p>Cruse – Bereavement Counselling 0808 808 1677 www.cruse.org.uk/</p>	 <p>Carers Together Redcar and Cleveland 01642 488977 www.carerstogether.co.uk/</p>
 <p>Citizens Advice Adviceline 03 444 111 444 Office – 01642 03000 www.citizensadvice.org.uk/local/redcar-cleveland/</p>	 <p>Every Mind Matters – NHS www.nhs.uk/every-mind-matters/</p>
 <p>Relate 01325 461 500 www.relate.org.uk/</p>	 <p>Samaritans 116 123 jo@samaritans.org www.samaritans.org/how-we-can-help/ contact-samaritan/write-email/</p>
 <p>Mind Middlesbrough 01642 257020 www.middlesbroughandstocktonmind.org.uk/ Redcar 01642 296052 www.rcmind.org/</p>	

Supporting and promoting the mental health and well-being of staff is an essential component of a healthy school. We aim to promote opportunities to maintain a healthy work life balance and well-being, with ideas for staff well-being activities canvassed and the creation of a well-being team to bring these activities to fruition.

Staff have access to the Staff Support Network, information about this via a Local Authority Representative on a PD Day and a poster is displayed in our staffroom.




Staff Support Network

A confidential counselling service for all Redcar & Cleveland employees

The service includes:

- One-to-one counselling, talking to a trained counsellor who is independent, understanding, accepting and supportive during your difficult time
- Helping you to look at your situation objectively and see different ways of dealing with things by reassessing your coping skills in dealing with anything from work related, relationships or personal difficulties where you may be suffering from stress
- A trained counsellor who is an accredited member of the MBACP and works to the standards of the British Association for Counselling and psychotherapy ethical framework

Staff Support Network: 07973 965607

Please note: The counsellors are not always immediately available. You can leave a confidential message and a counsellor will contact you as soon as possible. Please ensure you confirm it is acceptable to leave a message – as the counsellor will only be able to attempt to contact you on 3 occasions.

this is Redcar & Cleveland

The effectiveness of this policy will be monitored by the SLT and the Senior Mental Health and Well-Being Lead and will be reported to the Governing Body. This policy will be reviewed annually initially and then every two years.

Appendix 1

Protective and Risk Factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss - including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<p>Clear policies on behaviour and bullying</p> <ul style="list-style-type: none"> • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging

		<ul style="list-style-type: none"> • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)

Depression

Eating Disorders

Substance Misuse

Self Harm

The DfE guide does not include specific information on suicidal thought

Suicidal Thoughts Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 3

Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

Self-Harm www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK - PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health