

Wellbeing and Mental Health Policy



Last Reviewed by:	Jude Hickey
Date of review:	Nov 2022
Due for next Review:	Nov 2023
Headteacher:	Rebecca Thompson

1. Policy statement

At Highfield School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- Anti-Bullying policy
- Behaviour Policy
- Equality and diversity policy
- Safeguarding policy
- SEN policy
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3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting student voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

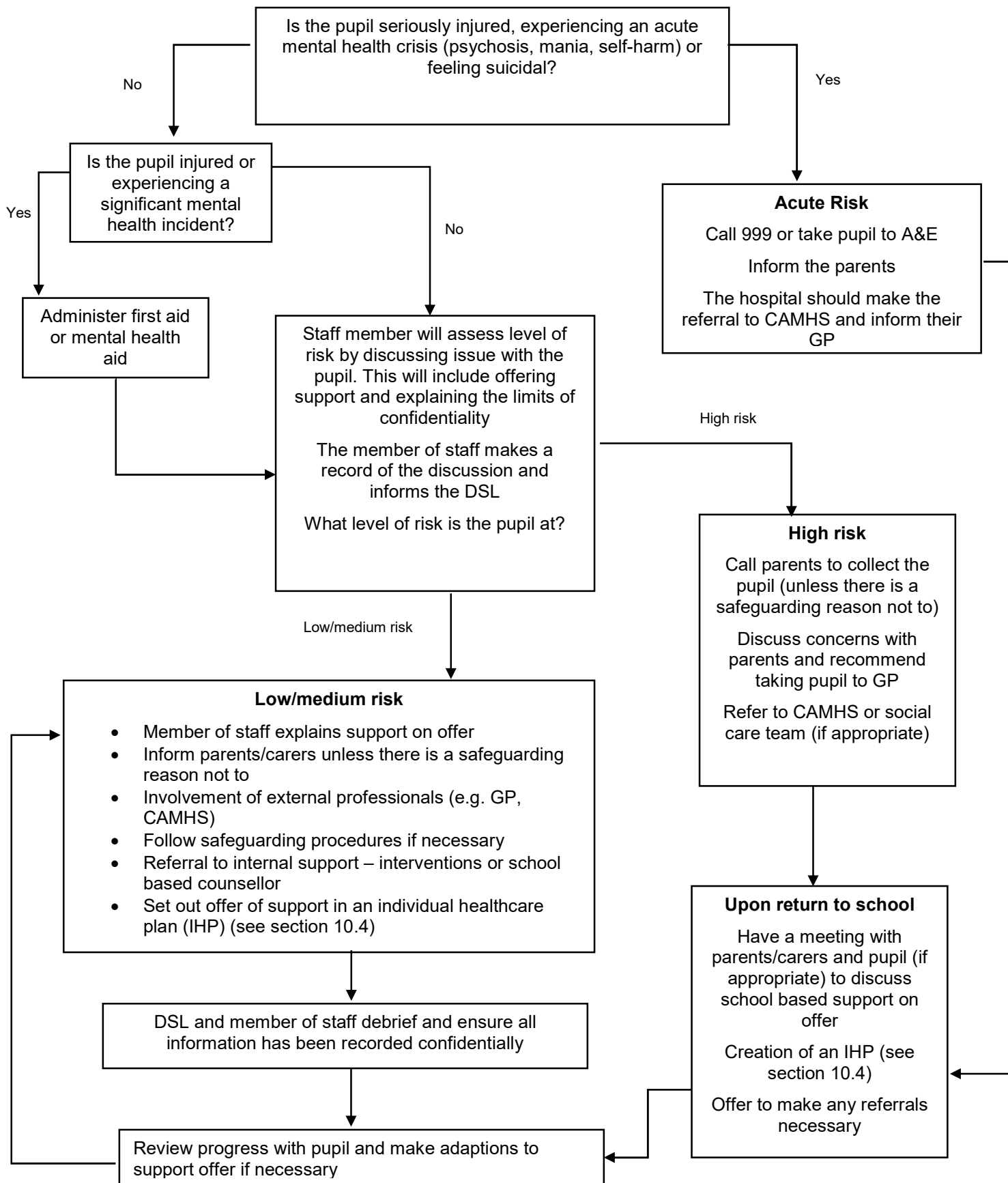
5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform a DSL (designated mental health lead), the behaviour support team, the senior mental health lead.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include;

- Head teacher- Rebecca Thompson
- Senior DSL Tracy Marsh
- Special Educational Needs Co coordinator Judi Gallagher
- Youth mental health first aiders- Amanda Whitwood, Julie Bonson, Leanne Tweddle, Rachel Chalkley, Rebecca Thompson, Sue Atherton, Vicky Mangham, Jude Hickey, Daniel Andersson
- Adult mental health first aiders-Anna Bates, Julie Bonson, Kirtsy Barr, Sally Holmes, Vicky Mangham
- Mental Health Lead Jude Hickey

6. Procedure to follow in a case of acute mental health crisis



7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to a designated safeguarding lead. All disclosures are recorded and logged on Cpoms.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

9. Confidentiality

Staff should follow the safeguarding policy procedures around confidentiality and should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

10. Supporting pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, RSHE and mental health awareness week.
- Signposting for students and parents to sources of online support on the school website.
- Having open discussions about mental health during lessons.
- Senior mental health lead in place with strategic oversight of our whole school approach to mental health and wellbeing.
- Offering pastoral support through the behaviour support team.
- Mental health and wellbeing display in school to offer support and strategies to support wellbeing.

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Alternative timetable
- Check in session with the behaviour support team
- Time out passes
- One to one counselling with a member of the behaviour support team who are trained mental health first aiders.

10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

- A pupil could be referred to:
 - GP or paediatrician
 - CAMHS
 - Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
 - Local counselling services

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in RSHE, and share ideas for extending and exploring this learning at home

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in RSHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our RSHE curriculum.

14.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

15. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

16. Support for staff

We recognize that supporting positive mental health for staff is key priority.

We offer:

Regular well being staff meetings throughout the school year, that promote positive relationships.

Regular updates of mental health support both on the website and through whole staff correspondence.

Well being team- To promote wellbeing and organize events and initiatives to support the well being of staff.

Calendar of events for staff to engage socially.

Open door policy where staff are able to discuss mental health issues with SLT.

Mental health display for staff to access support-located in the staffroom.