



# Mental Health and Well-being Policy

**This policy is applicable to: Wolds Learning Partnership (WLP)**

## Version 1

<b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
<b>Name of Responsible Committee/Individual:</b>	LGB & Board of Trustees
<b>Target Audience:</b>	Staff, Pupils, Students and Parents
<b>Further documentation</b>	Medical Policy (in cases where a pupil's mental health overlaps with or is linked to a medical issue) Child Protection and Safeguarding Policy SEND policy

## Policy 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).

Schools in the Wolds Learning Partnership (WLP), aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant, and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

## Scope

This document describes the WLP's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue, our Child Protection and Safeguarding Policy and the SEND policy where a pupil has an identified special educational need.



## The Mental Health Policy aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

## Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

Key Contacts		
Melbourne	Mrs K Foxton – Head of School; Designated Safeguarding Lead and Child Protection Lead	<a href="mailto:kfoxton@mcps.org.uk">kfoxton@mcps.org.uk</a>
Pocklington Junior	Mr D Morrison – Head of School, Designated Safeguarding Lead and Child Protection Lead	<a href="mailto:daniel.morrison@pocklingtonjuniors.co.uk">daniel.morrison@pocklingtonjuniors.co.uk</a>
Stamford Bridge	Mrs C Fielding - Headteacher; Designated Safeguarding Lead and Child Protection Lead	<a href="mailto:clairefielding@stamfordbridgeschool.co.uk">clairefielding@stamfordbridgeschool.co.uk</a>
WLP	Mrs J Brighton – Staff Wellbeing	<a href="mailto:jbrighton@wlp.education">jbrighton@wlp.education</a>
Woldgate School	Mr L Sloman – Designated Safeguarding Lead	<a href="mailto:lsloman@woldgate.net">lsloman@woldgate.net</a>
	Mrs C Wright – Deputy Designated Safeguarding Lead	<a href="mailto:cwright@woldgate.net">cwright@woldgate.net</a>
	Mrs S Geary – Child Protection Lead	<a href="mailto:sgeary@woldgate.net">sgeary@woldgate.net</a>

Any member of staff who is concerned about the mental health or wellbeing of a pupil/student should report their concern as a safeguarding concern using the relevant report system for their school. If there is a fear that the pupil/student is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Designated Safeguarding Lead or a relevant senior member of staff. If the pupil/student presents as a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to the Early Help and Safeguarding Hub is appropriate, this will be led and managed by the Designated Safeguarding Lead or a relevant senior member of staff.

## Pupil/Student Care Plans

It is helpful to draw up a pupil care plan for pupils/students causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up with the involvement of the pupil/student, the parents and relevant health professionals. This can include:

- Details of a pupil/student's condition
- Special requirements and precautions in school



- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

## Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils/students to keep themselves and others physically and mentally healthy and safe are included as part of the curriculum, assemblies and weekly briefings whichever is relevant to the individual school.

The specific content of lessons will be determined by the specific needs of the Year Group being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Teachers must ensure that mental health and emotional wellbeing issues are taught in a safe and sensitive manner which helps rather than harms.

## Signposting

Staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in [Appendix A](#).

Relevant sources of support are displayed in communal areas and will regularly highlight sources of support to pupils within relevant parts of the curriculum via assemblies, weekly briefings and newsletters relevant to the individual school. Whenever and wherever sources of support are highlighted, it increases the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

## Warning Signs

School staff may become aware of warning signs which indicate a pupil/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 report their concerns via the schools reporting system in the normal way.

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
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour



- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- An increase in poor behaviour and/or 'on-calls' from lessons

## Managing Disclosures

A pupil/student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil/student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded as safeguarding concerns on the relevant reporting system for the school and held on the pupil/student's confidential file. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the Designated Safeguarding Lead or a relevant senior member of staff who will store the record appropriately and offer support and advice about next steps.

## Confidentiality

Staff should be honest with regard to the issue of confidentiality. When supporting a pupil/student with a disclosure, staff should discuss with the pupil/student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

As far as possible, we should try to inform a pupil/student before passing on our concerns. Although consent is preferable, information must always be recorded as a safeguarding concern and shared with key staff.

The reporting member of staff should discuss the disclosures with the Designated Safeguarding Lead or a relevant senior member of staff following reporting the concern on the schools reporting system. This helps to safeguard the member of staff's own emotional wellbeing, and ensures continuity of care, as well as providing an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed of any concerns unless there are specific safeguarding or child protection concerns around doing so. Advice should be obtained from Front door (previously known as EHASH) before a decision is made in this regard. Pupils/students may choose to tell their parents themselves. If this is the case, the pupil should be given time to share this information before the school contacts parents. Pupils/students should always be asked as to their preference.



If a child gives us reason to believe that there are underlying safeguarding concerns that may place the child in some form of danger were their parents informed, the Designated Safeguarding Lead or a relevant senior member of staff will instead refer the pupil directly to the Front Door (previously known as EHASH).

## Contacting Parents

No contact should be made with parents unless expressly authorised by the Designated Safeguarding Lead or a relevant senior member of staff.

Where the DSL or relevant senior member of staff deem it appropriate and safe to inform parents, a sensitive approach is required. Before disclosing to parents, consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Who should be present? Consider parents, the pupil/student, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. This must be accepted (within reason) and the parent given time to reflect.

Further sources of information should be highlighted to parents and pupils/students and leaflets if available to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

Clear means of contacting key staff should be provided to parents in case of further questions, as well as arranging follow-up meetings or phone calls if appropriate. Each meeting should finish with agreed next steps and a record of the meeting stored on the child's confidential record.

## Working with Parents

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

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in STARS and share ideas for extending and exploring this learning at home

## Supporting Peers

When a pupil/student is suffering from mental health issues, it can be a difficult time for their friends. Peers often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, it must be considered on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the pupil who is suffering and their parents with whom we will discuss:



- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, the following should be highlighted with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## **Training**

All staff will receive training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep pupils safe.

Additional resources regarding mental health is available to staff via the Staff Handbook and other sources. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD on an ongoing basis.

Where the need to do so becomes evident, specific training sessions for staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the Designated Safeguarding Lead, who can also highlight sources of relevant training and support for individuals as needed.

## **Policy Review**

This policy will be reviewed every 3 years as a minimum. It is next due for review in July 2023.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to the Designated Safeguarding Lead via email.

This policy will always be immediately updated to reflect personnel changes.



## Appendix A

### Sources of support for Mental Health

#### East Riding Local Authority and Local Support

Mental Health and Emotional Well-being Service	01482 335451
The Early Help Service	01482 391700
The Safeguarding Hub (for urgent referrals)	01482 395500
Lime Tree Child, Adolescent and Family Unit	01904 294200
Child and Adolescent Mental Health Services	01482 303810

#### Useful Websites

Mind	<a href="http://www.mind.org.uk">www.mind.org.uk</a>
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>