Positive Mental Health and Wellbeing Policy

Reviewed and Approved by Personal Development, Behaviour and Attitudes Committee
On: 24th March 2022

Ratified at the St Edward's FGB
On: 7th April 2022

Next review date: Spring 2023

SLT are responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE
In purpose – educating for life in all its fullness
In faith – encountering God who lives among us, calling us to unity
In dignity – nurturing confidence and maturity
In community – striving together for justice, love and peace

Our Mission Statement challenges us to provide a culture and curriculum within which students and staff flourish, that they might live life to the full. Schools are busy and complex environments, and demands upon their resources are significant. External accountability for performance and outcomes places pressure upon staff, and students, and yet every member of our school community brings with them, each day, the story and experiences of their wider life, which to varying degrees exerts pressures of its own. The school will try at all times to maintain a balanced approach to the various expectations that are placed upon it, as it prepares young people for a successful future, and cares for the wellbeing of every person.

The school acknowledges that it can only play a small part in the whole provision for wellbeing within a person's wider life. Many aspects of wellbeing are beyond a school's ability to influence or control, and the school must look to the individual, and their wider context, such as family, friends, lifestyle etc. to take responsibility for wellbeing and mental health. Beyond its immediate means, the school will signpost services, and wider support available for students and staff, and will work with external support agencies to the fullest extent possible,

It is in the context of community that the individual will find support and strength through belonging, so that all may recognise that we are one body in Christ (1Cor 12:12)

Rationale:
In an average classroom, three children will be suffering from a diagnosable mental health condition. Every student is vulnerable to poor mental wellbeing at some time during their time at St Edward's School. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for the many students affected both directly, and indirectly by mental ill health. (See Appendix A)

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 contribute to her or his community." (World Health Organization)
Love and care embody the ethos and principles of our school. We know that good mental health and wellbeing can be formed by positive experiences as well as adversity in life. Our school policies safeguard our students, provide them with boundaries and prepare them for the challenges they may face in society so that they may develop resilience and character; these are essential in forming happy, confident and fulfilled individual.
Positive wellbeing is multi-faceted and can include physical health and mental health as well as social, emotional and spiritual well-being. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In partnership with parents and carers, we aim to support students to:
• Develop confidence and master resilience
• Understand the evolving challenges of growing up in our society
• Foster supportive relationships with others so that they feel safe and nurtured – this is crucial to the holistic development of all children
• Develop good emotional literacy (naming our feelings)

Scope

This policy describes the school's approach to promoting positive mental health and wellbeing. It is intended as guidance for all stakeholders. This policy should be read in conjunction with Supporting Students with Medical Needs policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy, where a student has an identified special educational need.

The Policy Aims to:

- Promote positive mental health
- Increase understanding and awareness of common mental health issues
- Alert everyone to the early warning signs of mental ill health
- Provide information about how mental ill health is triaged at St Edward's School
- Signpost parents, carers and students to further sources of support and information

Staff Member	Role
Mr Barnett	DSL/DHT
Mrs Pirie	DSL/ Wellbeing Lead/ AHT Pastoral
Mr Hurley	AHT Pastoral
Ms Morgan	DDSL
Mr Dawson	SENCo
Ms Knowlton	Wellbeing Lead/ School Counsellor
Ms Fitzmaurice	Wellbeing Lead/ MH Champion and First Aider/LAC Officer
Ms Morgan/Ms Sim	Director of Learning years 6 and 7/ Learning Behaviour Support Worker
Mr Wood/Miss Meads	Director of Learning years 8 and 9/ Learning Behaviour Support Worker
Mr Kemish/Ms Lord	Director of Learning years 10 and 11/ Learning Behaviour Support Worker

Any member of staff who is concerned about the mental health or wellbeing of a student will alert the relevant Director of Learning or Behaviour Support Worker in the first instance. If there is a fear that the student is in danger of immediate harm, child protection procedures will be followed with an immediate referral to the designated safeguarding lead or Headteacher and report on My Concern. If the student presents a medical emergency then the normal procedures for medical emergencies will be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to external support is appropriate, this will be led and managed by members of the Safeguarding Team, and/or the Director of Learning or the SENCo.

Child's Plan

When a child or young person is diagnosed as having a mental health condition, it is important that an individualised plan is created via a TAC (Team Around the Child). This will be drawn up by a lead professional: either a member of the school's pastoral staff or by an outside partner agency if external support has been sought, and it will involve the student, the parents or carers and other relevant health professionals.
The plan may include:

- Named partners to the plan (other agencies)
- Reason for the plan - including details of a student's condition, special requirements & precautions, medication and any side effects
- Summary of the child's needs against well-being indicators
- Desired outcomes
- Resources

- Timescales for action and change
- What needs to be done and by whom - who to contact in an emergency
- Any contingency arrangements, if necessary
- Arrangements for reviewing the plan

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of PSHE Curriculum, the tutor programme and in safeguarding assemblies. The specific content of lessons will be determined by the age of the cohort we are teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We acknowledge the national and international calendared events and awareness raising dates ensuring that staff, students and parents are aware of current issues and sources of support within school and in the local community. We will display links and information to support self-referral through the tutor programme and sources of support are posted on social media and also in communal areas such as tutor rooms, toilet doors and noticeboards and we will regularly highlight sources of support to students within relevant parts of the curriculum. All students can access the Sharp System reporting programme in school and at home, this compliments the school's face-to-face safeguarding reporting procedures.

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why it should be accessed in a timely manner
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs will communicate their concerns to the pastoral team in a timely manner and parents and carers will be alerted.

Possible warning signs include:

- Evident changes in behaviour including self-harm
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Reduced concentration
- Lowering of academic achievement
- Talking, joking or researching 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 (hides self-harm)
- Secretive behaviour
- Skipping PE or getting changed secretively
- An increase in lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- Spending more time at the bathroom
- Discontinued hobbies or interests

- Failure to take care of personal appearance
- Seemingly overly-cheerful after a bout of depression

Managing disclosures
A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff know how to respond appropriately to a disclosure. If a 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 will be calm, supportive and non-judgemental. Staff will listen, rather than advise and their first thoughts will be of the student's emotional and physical safety rather than of exploring 'Why?' Pastoral staff will triage and determine the right pathway for support.

Working with Parents
Working in partnership with parents and carers is essential in forming strong and emotionally courageous young people. Parents and carers 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, if they have concerns about their own child or a friend of their child
- Make our mental health policy and other related policies easily accessible to parents and carers
- Share ideas about how parents and carers can support positive mental health in their children through our regular information evenings
- Keep parents and carers informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home where appropriate.

Staff Training
As a minimum, all staff will receive regular training about recognising and responding to mental health and wellbeing issues and receive annual child protection training in order to enable them to keep students safe. Training opportunities for staff who require more in-depth knowledge is offered as part of our performance management process. Additional CPD may be needed throughout the year where it becomes apparent that an individual or a group of students need targeted support. Where the need arises, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

This policy should be read in conjunction with the following policies: https://website.network.st-edwards.poole.sch.uk/information/policies-2/

- Safeguarding policy
- SEND policy
- Supporting Students with Medical Needs policy
- Promoting Positive Behaviour policy
- Anti-bullying policy
- Equality and Diversity policy
- Attendance policy
- PSHE policy

Appendices: further information and sources of support about common mental health issues

A: Prevalence of Mental Health and Emotional Wellbeing Issues
Source: Young Minds

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder – that is around three children in every classroom.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self - harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.

Below, we have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you to the most relevant page of the listed website.

Support on all of these issues can be accessed via:
- The school website's mental health and wellbeing page: https://website.network.st-edwards.poole.sch.uk/information/wellbeing/
- Young Minds (www.youngminds.org.uk)
- Mind (www.mind.org.uk)
- and (for e-learning opportunities) Minded (www.minded.org.uk)

B: Self-harm
Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support
- SelfHarm.co.uk: www.selfharm.co.uk
- National Self-Harm Network: www.nshn.co.uk
- www.selfinjurysupport.org.uk
- www.harmless.org.uk

Books
- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers*
- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers*
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm. London: Jessica Kingsley Publishers*

C: Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support
- www.depressionalliance.org/information/what-depression
- www.mind.org.uk
- www.mindfull.org
- www.youngminds.org.uk
- www.childline.org.uk
- www.getconnected.org.uk
- www.therelationshipcentre.co.uk/talkdontwalk
- www.depressioninteenagers.co.uk
- www.thestudentsagainstdepression.org
- www.thecalmzone.net
- www.youthhealthtalk.org
- www.youth2youth.co.uk

Books
- Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers*

D: Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-today life, intervention is needed.

Online support
- Anxiety UK: www.anxietyuk.org.uk
- www.nopanic.org.uk
- www.ocdaction.org.uk
- www.ocduk.org
- www.getselfhelp.co.uk

Books
- Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers*
- Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety. London: Jessica Kingsley Publishers*

E: Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support
- OCD UK: www.ocduk.org/ocd

In addition, see list under Anxiety heading.

Books
- Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers*
- Susan Conners (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers. San Francisco: Jossey-Bass*

F: Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support
- Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org
- www.samaritans.org
- www.cwmt.org
- www.stampoutsuicide.org.uk
- www.asist.org.uk
- Cruse Bereavement Care: www.cruse.org.uk or www.rd4u.org.uk
- Survivors of Bereavement by Suicide: www.sobs.org.uk
- Sane/Saneline: www.sane.org.uk
- On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/researchand-resources/on-the-edge-childline-spotlight/

Books
- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers*
- Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention. New York: Routledge*

G: Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support
- Beat: the eating disorders charity: www.b-eat.co.uk/about-eating-disorders
- Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficultiesin-younger-children
- Anorexia and Bulimia Care (ABC): www.anorexiaandbulimiacare.org.uk
- Boy Anorexia: www.boyanorexia.com
- Student Run Self Help: www.srsh.co.uk
- Men Get Eating Disorders Too: www.mengetedstoo.co.uk
- http://www.nhs.uk/conditions/anorexia-nervosa/pages/lynsey-and-helen-stories.aspx
- http://guidance.nice.org.uk/CG9

Books
- Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals. London: Jessica Kingsley Publishers*

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers*
- Pooky Knightsmith (2012) *Eating Disorders Pocketbook. Teachers' Pocketbooks 21*

H: Other issues

Rethink Mental Illness: www.rethink.org

IRIS: www.iris-initiative.org.uk

Hearing Voices Network: www.hearing–voices.org

bipolarUK: www.bipolar.org.uk

Voice Collective: www.voicecollective.co.uk

Mental Health Care: www.mantalhealth.org.uk