

Mental Health & Wellbeing Policy – Pupil Focus

The Beacon, Folkestone



This policy was approved by the Governing Body of The Beacon, Folkestone at their meeting on.....

Signed..... Chair of Governors

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|---------|---------|--------|-------------------|
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Staff roles and responsibilities, including those with specific responsibility

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

Mental Health Lead – Ellie Garrett

Mental Health Governor – Nicola Webster

Play Therapist- Mandy Posnett

Mental Health HLTA- John Lorigan

Zones of Regulation/Managing Emotion HLTA- Kami Blown

MAST (Multi Agency Support Team) - Julie Howell & Janette Kitchenham

Designated Safeguarding Lead- Julie Howell

PSHE Lead- Craig Rankin

Restorative Justice lead-

Our Mental Health Lead:

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing
- Works with the PSHE leader re: teaching about mental health
- Provide advice and support to staff and organises training and updates
- Works alongside MAST and Lead DSL to ensure appropriate safeguarding and risk are assessed and responded to accordingly
- Liaise with mental health services and makes individual referrals to them
- Delivers Mental Health First Aid training affiliated to Mental Health First Aid England
- Coordinates the emotional wellbeing team across whole school

Definition

“Mental health is a state of wellbeing 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 Organisation)

Policy Statement

At The Beacon, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that children 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. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that **positive mental health is everybody's business and that we all have a role to play.**

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- The PE curriculum
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, in particular with a clear focus on Restorative Justice
- Providing opportunities to reflect (Tutor time/ Assemblies)
- Enabling access to appropriate support
- Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the school
- Healthy lifestyles

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder
- Recognising, responding and referring when an outside service is deemed an appropriate approach
- Wellbeing initiatives

Teaching about Mental Health

At The Beacon we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful, in addition to this, The Beacon helps to support pupils to work in a pro-active way to avoid problems arising. The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching.

We will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being
- Adhering to a positive, restorative approach to behaviour management
- Helping children socially to form and maintain relationships
- Helping children to feel comfortable about sharing any concerns or worries
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better
- Promoting self-esteem and ensuring children understand their importance in the world
- Helping children to be resilient learners and to manage setbacks
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it's normal to talk about mental health

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities
- Restorative approaches
- Targeted use of Zones of regulation resources
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources
- Social Use of Language (SULP)
- Emotional Literacy Support Assistant (ELSA)
- Play Therapy
- Equine
- Forest school
- Pets as Therapy (PAT) dog sessions
- Therapeutic activities including art, lego and relaxation and mindfulness techniques

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Social and Emotional and Mental Health scoring
- Attendance

The Beacon has been identified to run a pilot scheme through NELFT where a practitioner from Kent and Medway CCG's Mental Health Support Team (MHST) will work in conjunction with the Mental Health lead and wellbeing team to develop a whole school wellbeing Strategy, they may provide evidence-based interventions for pupils to improve their emotional health and wellbeing, and encourage pupils to access them. This is due to commence in January 2023 and the policy will be updated accordingly as it remains as a live document.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Within the school (noticeboards, café area, meeting rooms, heart space, toilets, wellbeing rooms, classrooms etc), we will share and display relevant information and about local and national support services and events. The aim of this is to ensure pupil's understand:

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

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil 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 communicate their concerns with the Multi Agency Support team (MAST). The Mental Health lead is also a Deputy Safeguarding lead and will work in collaboration with MAST to ensure a holistic approach is in place for the pupil in need. The Mental Health lead meets with MAST informally on a daily basis to discuss individual cases where necessary and meets formally once a week with an update of caseload.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, MAST and the Emotional Wellbeing team to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes
- Share ideas about how parents and carers can support positive mental health in their children
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing

When a concern has been raised, the Mental Health Lead and/or a member of the MAST will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues)
- Discuss any relevant referrals to external agencies
- Signpost parents to further information or provide resources to take away
- Create a chronology of actions and events

- Agree mental health care and protection plan where appropriate including clear next steps- this could include drawing up an individualised wellbeing cycle support plan, this would be created and shared with the pupil, parents and relevant professionals. This may include:

- Details of a pupil's condition and or concern

- Special requirements and precautions/risks

- Medication and any side effects

- What to do in an emergency

- Wrap (wellness and recovery action plan)

- Discuss how parents can support their child through strategies or signposts to parenting support groups

- If the Pupil presents 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

Disclosure and Confidentiality

Staff will follow school's policy with regard to confidentiality.

Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Cygnet programme

- Educational Psychology Services

- Child and Young person mental health service (CYPMHS)

- School Health Service

- Children's and Family Services

- NELFT

- Early Help

- Holding on and letting go (Bereavement service)
- Barnados (Healthy Relationship support)
- Rising Sun (Domestic Violence and Abuse support for Young People)

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in depth knowledge will be supplied via our mental health lead who is a mental health first aid instructor (Affiliated to MHFA England)

Any additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Links to other policies

This policy links to our Safeguarding policy, Attendance policy, Relationship and Sex Education policy, Medical policy, Health and Safety policy, Online Safety policy, Equality statement, Anti Bullying policy, Risk Assessment policy, SEN policy and our Behaviour statement.

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every three years, the wellbeing provision will be continuously monitored and any changes required to the policy will be updated accordingly

Useful links

- **Young Minds** is one of the UK's leading charities for children and young people's mental health

<https://www.youngminds.org.uk/>

- **Anna Freud Centre** for Children and Families- is a charity dedicated to providing training and support for child mental health services

<https://www.annafreud.org/>

- **Place to Be** is one of the UK's leading mental health charities

<https://www.place2be.org.uk/>

- **CYPMHS** provides emotional wellbeing and mental health advice and support for young people and their families

<https://www.nelft.nhs.uk/services-kent-medway>

- **NSPCC** help and advice for parents and families dealing with mental health problems in everyday life

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

- **Barnados** run many services supporting young people's emotional health and wellbeing, from one-to-one counselling to group work and schools-based programmes.

<https://www.barnados.org.uk/what-we-do/helping-families/mental-health>