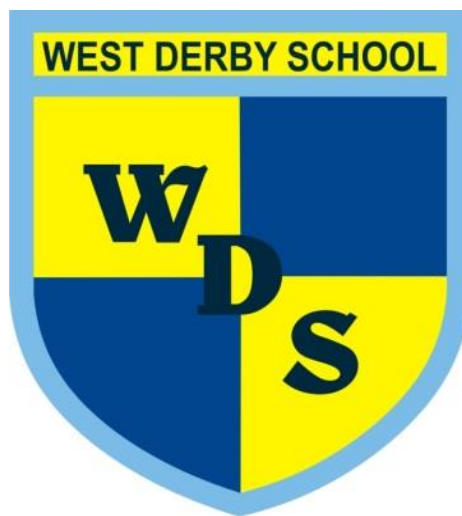


# WEST DERBY SCHOOL



## MENTAL HEALTH AND WELLBEING (STUDENT) POLICY

This policy will be reviewed		Bi annually
Previously reviewed on:		08/09/2021
Approved on:		29/03/2023
Next review date:		31/03/2025
Signed:	S Graham (Headteacher)	
Signed:	K Hodgkiss (For and on behalf of the Trust Board)	

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Company number 08166938. Registered office:

Hill Dickinson LLP

No. 1 St. Paul's Square, Liverpool, L3 9SJ

## **Key people in school:**

**Headteacher/Deputy Designated Safeguarding Lead:** Mrs S Graham

**Deputy Headteacher/Designated Safeguarding Lead:** Mr M Thomas

**Mental Health Lead/ Deputy Designated Safeguarding Lead:** Mrs J Stephens

**Named Trustee (Safeguarding):** Mr T Conchie

## **Overview**

At West Derby School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families, staff and trustees. Our caring and open culture allows students' voices to be heard. Through the use of effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy is a guide to all staff – including non-teaching staff and trustees – outlining our whole school approach to promoting mental health and emotional wellbeing.

## **Aims**

- To promote strategies to maintain positive mental health and emotional wellbeing in all staff and students.
- To increase understanding, empathy and awareness of common mental health issues.
- To enable staff to identify and respond to early warning signs of mental ill health in students.
- To enable staff to understand how and when to access support when working with young people with mental health issues.
- To provide the right support to students with mental health issues, signposting students, parents and carers to appropriate support.
- To develop resilience amongst students and raise awareness of resilience building techniques.

## **Key staff members**

This policy aims to ensure all staff take responsibility to promote the mental health of students. However, key members of staff have specific roles to play:

- Year Teams (PPLs, DPPLs and APPLs)
- Designated Safeguarding Lead (Mr Thomas) and Deputy DSLs (Mrs Graham and Mrs Stephens)
- Inclusion Manager and Deputy Inclusion Manager (Miss Hughes and Mrs Rosenthal)
- SENDCO (Mrs Stephens)
- PSHE Coordinator (Miss Jones)

If any member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Pupil Progress Leader or member of the Safeguarding Team.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

### **Pastoral Support Plans**

When a pupil has been identified as having cause for concern, has received a mental health diagnosis, or is receiving support from an external organisation regarding their mental health or wellbeing, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency (other than usual emergency /parental contacts, for example, key professionals)
- The role of the school and specific staff

### **Teaching about mental health**

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

We have structured a detailed 'spiral' curriculum to ensure that all pupils build on their prior knowledge of mental health and wellbeing.

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies, building resilience and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

### **Signposting**

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, common areas, toilets etc.) and through our communication channels (newsletters, websites, social media, form time communication and assemblies), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What support is available
- Who it is aimed at
- How to access it
- Why they access it
- Likely methods of support

### **Sources or support at school and in the local community**

- Form Tutor Advice

- 1-1 mentoring
- Progress Leaders 1-1 support
- Bereavement support (Oakleaf)
- CAMHS link worker(s) (Senior Mental Health Social Worker and related colleagues)
- School-based YPAS Information, Advice and Guidance)
- External YPAS (CBT, Family therapy etc.)
- Safeguarding team
- Family support Worker (Jaime Cranham)
- Mental Health First Aider (Mrs Stephens)
- Mental Health Support Team (9 staff, as signposted around school)
- Referral made via Student, Parent or Progress Leader through the single point of access website (Alder Hey CAMHS and YPAS) <https://www.liverpoolcamhs.com/referral-form/>
- Educational Psychologist
- Community Paediatrician
- Kooth (assemblies and app)
- Signposting to specific apps and websites according to need e.g. Calm Harm (self-harm), EDYS (disordered eating), etc.
- MYA Raise Team (workshops on resilience and wellbeing)
- LFC Foundation & Action for Children
- ROAR Response to Mental Health to be used across the school
- School nurse
- GP
- YPAS Alternative to Crisis drop in – 9am to 8pm M to T all three hubs, F 9am to 6pm and S 12pm to 4pm Central hub <https://www.ypas.org.uk/what-we-do/well-being-services/crisis-drop-in/>
- Crisis telephone line - 0808 196 3550
- Shout 85258 is a free, confidential, 24/7 text message support service for anyone who is feeling overwhelmed or is struggling to cope. If you're under 18 text GREEN to 85258 and if you're 18 and above text HEAL for immediate support.

### **Warning Signs**

Staff may become aware of warning signs which indicate a 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 alert a member of the pastoral team.

Possible warning signs, which all staff should be aware of include:

- 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
- 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

### **Targeted support**

We recognise some children and young people are at greater risk of experiencing mental ill health. For example, those who are in care, young carers, those who have had previous access to a CAMHS provider, those living with parents/carers with a mental illness, those living in households experiencing domestic violence and those who are experiencing financial deprivation.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems;
- Working closely with Liverpool City Council Children's Services, Knowsley Children's Services, Sefton Children's Services Liverpool/Knowsley CAMHS providers and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), ROAR scaling tools and other assessment tools, children who are showing early signs of anxiety, emotional distress or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree a Pastoral Support Plan as the first stage of a graduated approach;
- Ensuring young people have access to pastoral care, mentoring and support, as well as specialist services, including Alder Hey CAMHS or YPAS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Providing young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;

and

- Providing young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.

### **Managing disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially on the student's safeguarding file via CPOMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure and key information from the conversation
- Agreed next steps

This information will be shared with Mrs Stephens and Mr Thomas.

### **Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first. However, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

### **Whole school approach**

Working with parents/carers:

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and a Pastoral Support Plan created if appropriate.

### **Supporting parents:**

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, social media etc.);  
Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport. We recognise this might involve liaison with family support agencies.

### **Supporting Peers:**

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations with the student 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 / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight 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:**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Nominated members of staff have received professional Mental Health First Aid training or equivalent. Other members of the Pastoral team have received guidance and regular updates.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. MYA also offer various free 'Bite Size' training sessions on a range of mental health topics. <https://www.liverpoolcamhs.com/professionals/training/>

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

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

Pupils will be trained in suicide awareness through the Zero Suicide Alliance's online modules. These are age appropriate and offer appropriate guidance for responding to signs of suicide.

A select group of pupils will act as Peer Mental Health Support Leads. This cohort will receive training from the LFC Foundation's 'Assist' programme and their role will be developed to offer support for peers and to advise and guide key staff in how to support mental health across the school.