THE GREETLAND ACADEMY

<u>Mental Health and Emotional Wellbeing Policy</u>

"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 2014)

<u>Policy Statement</u>

At The Greetland Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff. it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help create a sense of belonging and community.

At our school we:

- ✓ help children to understand their emotions and feelings better
- ✓ help children feel comfortable sharing any concerns or worries
- ✓ help children socially to form and maintain relationships
- ✓ promote self-esteem and ensure children know that they count
- ✓ encourage children to be confident and 'dare to be different'
- ✓ help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- ✓ Promoting our school values and encouraging a sense of belonging
- ✓ 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
- ✓ Providing opportunities to reflect.
- ✓ Access to appropriate support that meets their needs

1

This policy is a guide to all staff – including non-teaching and governors – outlining The Greetland Academy's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant policies such as: Behaviour and Anti-bullying, PSHCE and RSHE, SEND and should also sit alongside child protection procedures.

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SMT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

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:
- Designated Safeguarding Leads (Helen Crowther, Adam Harris, Sarah Read, Holly Ashton, Laura Whiteley and Nicola Simpson
- Parent Support Worker (Nicola Simpson – Mental Health First Aider)
- SENCO (Sarah Read (maternity leave) Charlotte Wild (acting SENCO))
- Personal Development Lead (Laura Whiteley)

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the DSO.
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.

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 PSHCE and RSHE curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and emotional wellbeing Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies 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.

Identifying needs and 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 the DSO.

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 secretively
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures and confidentiality

Follow Safeguarding procedures as in the 'Protecting and Safeguarding Children Policy'.

Targeted support

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

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 **Open Minds Partnership (CAMHS)**and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the **Early Intervention Single Assessment** (EISA), 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 an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective,
According to the child's needs;

3

- Ensure young people have access to pastoral care and support, as well as specialist services, including **Open Minds Partnership (CAMHS)**, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide 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;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them within our school and and how they can access further support services.
Within the school (noticeboards, toilets etc.) and through our communication channels (Seesaw memos, websites), 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 help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Local Support

In Halifax, there are a range of organisations and groups offering support, including the **Open Minds Partnership (CAMHS)**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

http://www.openmindscalderdale.org.uk/   https://calderdalecamhs.org.uk/

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. We will support parents by:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can to talk to, and how to get the support they need 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 review meetings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

<u>Training</u>

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 in order to enable them to keep students 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 considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

<u>Policy Review</u>

This policy will be reviewed every two years as a minimum. The next review date is September 2023. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Laura Whiteley.

Any personnel changes will be implemented immediately.

Eight principles

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.

An **ethos and environment** that promotes respect and values diversity

Curriculum, teaching and learning to promote resilience and support social and emotional learning

Targeted support and appropriate referral

Enabling **student voice** to influence decisions

Leadership and management that supports and champions efforts to promote emotional health and wellbeing

Working with parents/carers

Staff development to support their own wellbeing and that of students

Identifying need and monitoring impact of interventions

Appendix 2

Specific mental health needs most commonly seen in school-aged children -

For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Annex C includes definitions, signs and symptoms and suggested interventions for:
- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3

Where to get information and support

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk
OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk
Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support:

www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning) www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health