



**Highlands School**

# **MENTAL HEALTH POLICY**



**Determination • Aspiration<sup>1</sup> • Respect • Equality**

# Highlands School mental health policy 2022

## **Introduction:**

1.1 The Department for Education (DfE) recognises that “in order to help their child succeed, schools have a role to play in supporting them to be resilient and mentally healthy.”

1.2 The World Health Organisation’s definition of mental health and wellbeing “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 his or her own community.”

1.3 Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experience. All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody. Highlands School is committed to raising awareness, increasing understanding and providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being. Highlands School is also committed to high quality mental health training for all staff.

1.4 This policy should be read in conjunction with our safeguarding policy.

## **2. Aims:**

2.1 To recognise our responsibilities in supporting students with mental health and wellbeing needs.

2.2 To provide a consistent approach that means the school environment and school values all promote the mental health of the whole school community.

2.3. To increase the level of awareness and understanding amongst staff, students, parents, and carers of issues involving the mental health of young people.

2.4 To detect and address mental health concerns in the earliest stages.

2.5 To provide an appropriate level of support in school for students with mental health concerns and also in partnership with outside health agencies.

2.6 To promote positivity around mental wellbeing.

2.7 To reduce the stigma associated with mental health.

2.8 To ensure all staff are alert to their responsibility to ensure the wellbeing and welfare of all students.

## **3. Common mental health difficulties:**

3.1 Anxiety

3.2 Depression

3.3 Attachment disorder

- 3.4 Eating disorders
- 3.5 Substance misuse
- 3.6 Deliberate self-harm
- 3.7 Post traumatic stress
- 3.8 Suicidal ideations

**Possible warning signs include:**

- The student has told you there is a problem, for example, they have been feeling low or anxious recently
- Significant changes in the student's appearance, for example: weight loss/gain, decline in personal hygiene, noticeable signs of self-harm
- Changes in mood
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating patterns or sleeping habits
- Concerns expressed from friends, family, other staff members
- Changes in behaviour, academic achievement, extracurricular activity engagement, or among peers. For example, doing too much work, not socialising as much as usual, withdrawn, not attending school, being late or, failure to meet deadlines
- Increased isolation from friends, family.
- 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
- Repeated physical pain or nausea with no evident cause

**4. Roles and responsibilities**

Student mental health is the responsibility of all staff. Staff undergo extensive training to enable them to recognise students experiencing poor mental health, to refer them to appropriate support and to provide appropriate support. All staff have a responsibility to promote a school culture where mental health is prioritised.

4.1 The school's senior leadership as a whole is responsible for the following.

- Preventing mental health wellbeing difficulties: By creating a safe and calm environment, where mental health problems are less likely to occur, the school's leadership can improve the mental health and wellbeing of the school community through the regular promotion of the DARE (determination, aspiration, respect and equality) values.
- Identifying mental health and wellbeing difficulties: By equipping staff with the knowledge required, early and accurate identification of emerging problems is enabled.
- Providing early intervention and liaising with external agencies where appropriate.
- Provide mental health first aid during the school day.

4.2 The mental health lead, Jody Larter, and the DSL, Michele Phillips are responsible for the following.

- Lead whole-school approach and culture on mental health.
- Develop school policies and procedures supporting mental health.
- Lead the Stay Safe curriculum.
- Support and guidance for parents and carers.
- Plan, lead and coordinate staff training.
- Provide mental health first aid during the school day.

4.3 Heads of year:

- Promote positive mental health across the year group.
- Monitor their year group and child protection records to identify students or groups of students who need extra support.
- Refer students to interventions and further support, where appropriate.
- Liaise with parents, carers and the students to support mental health.
- Prepare and monitor welfare support plans.
- Ensure the behaviour policy is applied appropriately to allow students to feel safe and supported.
- Provide mental health first aid during the school day.

4.4 Behaviour mentors

- Mentor and support a caseload of students.
- Ensure the behaviour policy is applied appropriately to allow students to feel safe and supported.
- Liaise with parents, carers and the students to support mental health.
- Monitor the year group and CPOMS to identify students who need extra support.
- Provide mental health first aid during the school day.

4.5 School counsellor

- Provide 1:1 counselling sessions for students.
- Attend weekly executive safeguarding meetings.
- Liaise with external agencies, such as CAMHS, where appropriate.
- Provide mental health first aid during the school day.

4.6 Wellbeing coordinator

- Lead the well-being room.
- Plan and deliver well-being interventions.
- Provide mental health first aid during the school day.

4.7 Welfare officer

- Lead the welfare room.
- Manage and issue welfare cards.
- Provide mental health first aid during the school day.

- Mentor and support a caseload of students.

#### 4.8 Family Liaison Officer

- Attend weekly executive safeguarding meetings
- Liaise with external agencies
- Monitor CPOMS and identify mental health concerns
- Communicate concerns with parents and carers
- Complete referrals for students
- Provide mental health first aid during the school day.
- Mentor and support a caseload of students.

#### 4.9 Safeguarding and inclusion officer

- Attend weekly executive safeguarding meetings.
- Liaise with external agencies.
- Monitor CPOMS and identify mental health concerns.
- Communicate concerns with parents and carers.
- Complete referrals for students.
- Monitor the LAC students closely to ensure they have positive mental health.
- Provide mental health first aid during the school day.
- Mentor and support a caseload of students.

#### 4.10 Teaching staff are responsible for:

- Being aware of the signs of mental health difficulties.
- Refer mental health concerns for students by following the school's safeguarding reporting procedures.
- Setting high expectations for every pupil and aiming to teach them the full curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought and support plan for any pupils with identified mental health difficulties.
- Keeping the relevant pastoral and safeguarding staff up to date with any changes in behaviour, academic developments and causes of concern.

### 5. Support - Support is provided to students through a variety of ways including but not limited to the following.

Level of support	Provision
Wave 1 - universal support	<ul style="list-style-type: none"> <li>● All students have a <b>form tutor</b> who acts as the first point of contact for students.</li> <li>● All students spend 180 minutes a week with their form tutor. This time consists of a daily twenty minute morning tutor time session and weekly one hour <b>PSHE</b> lesson.</li> <li>● All students have access to the support of their <b>pastoral team</b>: a head of year, a links SLT and a behaviour mentor.</li> <li>● All students can request access to the <b>well-being room</b>.</li> <li>● All students can attend the <b>medical/welfare room</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>● All students have a <a href="#">stay safe curriculum</a>.</li> <li>● <b>Staysafe email address</b> that students can use to request support or communicate any concerns.</li> <li>● Safeguarding section of the website.</li> <li>● Safeguarding posters.</li> <li>● High quality in class support – all members of staff are responsible for the emotional wellbeing of students.</li> <li>● A whole school nurturing approach – support and opportunities for social and emotional development.</li> <li>● Culture within the school that values all students, allows them a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. Assemblies further reinforce this and raise awareness of mental health.</li> <li>● A clear behaviour policy, with consistent application from all staff, so students feel safe in a calm environment and know what to expect in every lesson.</li> <li>● A reward system which recognises positive behaviour, personal and academic achievement, effort and other achievements. Rewards, achievement certificates are awarded as reinforcement and encouragement.</li> </ul>
Wave 2 - additional support	<ul style="list-style-type: none"> <li>● <b>Key worker mentoring</b> - Students who require additional support with their well-being are allocated a key worker. Students are allocated either red or amber support. Red support involves weekly one to one sessions with their keyworker, in addition to regular welfare checks. Amber level students just have welfare checks and can request additional support from their key worker if they need it.</li> <li>● <b>Welfare cards</b> - these are given to students who have medical or mental health needs. The card is shown to the teacher, who then uses the discreet on-call alert system on their PC, to request that a member of on-call collects the students to ensure they receive the appropriate support.</li> <li>● <b>Peer mentoring</b> - Highlands students, who have been trained, work with younger students to provide mentoring.</li> </ul>
Wave 3 - specialist support	<ul style="list-style-type: none"> <li>● <b>School counsellor</b> - students who require therapeutic/mental health support will be referred to our school counsellor for assessment and an allocation of counselling sessions</li> <li>● <b>Welfare Support Plans (WSPs)</b> - are used for students have multiple well-being needs and who are receiving different types of support and/or across multiple agencies</li> <li>● <b>Individual Health Plans (IHPs)</b> - are used for students with medical conditions, including mental health conditions</li> <li>● <b>Pastoral Support Plans (PSPs)</b> - are used for students who are at risk of permanent exclusion</li> <li>● <b>Well-being room intervention programme</b> - our student well-being room offers mindfulness interventions, drop in sessions and a weekly therapy dog programme.</li> </ul>
Wave 4 - external agency support	<ul style="list-style-type: none"> <li>● <b>Educational psychologists assessment</b> - for students whose behaviour/academic progress/mental health has been identified as requiring specialist assessment.</li> <li>● <b>Compass</b> - Enfield agency for student with substance misuse issues</li> <li>● <b>Early help referral</b> - early intervention service based (see Enfield safeguarding thresholds for support)</li> <li>● <b>Child protection referral</b> - concerns that a child has been harmed or is at risk of being harmed</li> <li>● <b>CAMHS</b> - referrals for students with mental health needs that cannot be adequately supported through wave 1-3</li> <li>● <b>Behaviour Support Services Enfield</b> - mentoring and support from a behaviour specialists, for students at risk of PEX</li> </ul>

## 6. Supporting staff who are working with students with mental health issues

Highlands School acknowledges that staff who are working closely with distressed students exhibiting mental health concerns can themselves be placed under emotional strain.

All staff are welcome to approach their line manager or other senior leaders where appropriate.

#### **7. Relevant policies**

- Safeguarding policy
- Behaviour policy
- Equal opportunities policy
- SEND policy