



Lampton School

Mental Health & Emotional Wellbeing Policy

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Governing Body Committee: **HR & Finance**

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1.0 Policy statement

All children have the ability to learn and should be equally valued whether or not they have SEND which is inclusive of Social, Emotional and Mental Health Needs. In addition, we recognise that life can, at times, present challenges and we are committed to helping students through these obstacles regardless of a diagnosed mental health condition. We have made a commitment to Inclusion and we recognise that meeting needs our students' needs is crucial to achieve an inclusive and harmonious school where students fulfil their potential.

Children are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some pupils in the mainstream curriculum and be happy in school.

We have set our three key aims in our mental health strategy:

- We are a talking school and encourage students to raise any concerns they may have – we strive for students to feel safe enough to share their feelings with staff.
- We strive to give students the learning experiences to ensure their mental resilience is built and they know how to keep themselves physically and emotionally healthy.
- We provide bespoke care and support for students with more complex mental health needs.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Lampton School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

3.0 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 SLT 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.

4.0 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:

- AHT Behaviour & the HoY Team
- Designated Safeguarding Lead
- Lead Safeguarding Officer
- AHT with responsibility for staff wellbeing
- AHT Inclusion and SENCO
- Mental Health First Aid Champions

- PSHEe Coordinator

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should raise a Pupil Care Team form.

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 and the Designated Safeguarding Lead contacted immediately.

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

The school is also committed to having supervision in place for mental health first aiders, to protect the mental health of these key staff.

5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, 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
- The role the school and specific staff

6.0 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 and our whole school assembly programme.

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. **See Section 14 for Supporting Peers**

7.0 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 rooms, toilets etc.) and through our communication channels (newsletters, 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

8.0 Sources or support at school and in the local community

Whole school initiatives:

There are number of whole school initiatives which are embedded in our practice:

- A robust and detailed PSHE programme of study.
- Stepping Stones programme launched in Year 7 to help the transition between primary and secondary schools – this is a joint project between the PSHE and Inclusion team
- Mental Health package of support delivered in tutor time
- Staff trained in mental health awareness and strategies
- Mental Health First Aiders as part of the staff body
- Assemblies to raise awareness
- Opportunities for peers to work together such as reading peers organised by our Accelerated Reader Co-ordinator
- A behaviour policy which highlights the need for strong relationships between staff and students and a commitment to restorative practice
- A Calm Zone established for our students with more complex needs
- A well-staffed library providing a calm and peaceful space for our students.
- A bi-monthly LGBT support group run by our mentoring team.
- Lunch time clubs offered every lunch times with Inclusion colleagues.
- KICKS mentoring – a sports based mentoring intervention run by an external provider.
- Behaviour Intervention through Sport – using sport and exercise as a way staying mentally healthy.

TAC Meetings

A part of our practice is to hold a Team Around the Child (TAC) when supporting a child with more complex needs– it is a meeting of key stakeholders to improve outcomes for the child.

Why should we complete TAC meetings?

- Raise awareness of the child's needs
- It is personal to the child – an example of bespoke differentiation
- It creates more understanding and harmony between child and adult

- The child's voice is heard
- Colleagues are supported by the lead and each other
- Practice is developed
- It is preventative intervention
- It is an example of practice within the Lampton 7

We believe that when staff work together to embed shared strategies it leads to more prompt positive outcomes for the child.

Bespoke care

We recognise that students made benefit from personalised and bespoke care at crucial times in their lives. Our mental health support has been expanded and includes the following:

- Expansion of the mentoring team from two mentors to three.
- Mentors trained in Mental Health First Aid.
- Mentors who work closely with CAMHS including supervision slots when good practice can be discussed.
- A counsellor on site who works four days a week (this is an increase from three days in the previous academic year).
- Friends for Life programme for any Year 7 student who is flagged with needs during the screening process.
- Additional and bespoke Stepping Stones groups run by the mentors and Head of Year 7.
- Educational Psychologist assessment.
- Speech, Language and Communication assessment.
- Mentors trained in Drawing and Talking therapy to advanced level – mentors can work with individuals or run groups.
- Involvement in the 'Trailblazer' programme with Hounslow CAMHS as part of the Transforming Young People's Mental Health Provision Green Paper released by the government in 2018. This includes mentors who are delivering Guided Self Help and working with a Well-Being practitioner.
- Using robust assessment to identify needs and to ensure that intervention has made a difference such as the Strengths and Difficulties Questionnaire.

The Lead Mentor and the Assistant Headteacher for Inclusion review our practices three times a year through a structured mental health audit to ensure that good practice from research is being incorporated in provision.

Local Support

In Hounslow, there are a range of organisations and groups offering support, including the **CAMHS partnership**, 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.

9.0 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 safeguarding team.

There will be occasions when staff may suspect that a pupil may be experiencing mental health or emotional wellbeing issues. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **PCT referral form** to record these early concerns.

Where staff are concerned that the students' emotional wellbeing and / or mental health has been impacted by physical, sexual, emotional abuse or neglect, or where they are concerned that the student is at risk of harm, staff should follow the Safeguarding advice below to make a referral to the Designated Safeguarding Lead on the same day. If a referral to the PCT team is then needed, this will be made by the DSL or Safeguarding Officer.

The PCT forms will be screened by the AHT Inclusion and DSL to check whether they raise any immediate safeguarding issues. If this is the case, the See the Child Protection and Safeguarding Policy will be followed.

10.0 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 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 Hounslow Council Children's Services, CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), 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;
- Ensure young people have access to pastoral care and support, as well as

specialist services, including 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.

11.0 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 reported confidentially to the Designated Safeguarding Lead or Safeguarding Officer, who will then record the information on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with other relevant pastoral staff as appropriate. See the Child Protection and Safeguarding Policy for further information.

12.0 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 would usually be informed unless there are particular circumstances where it is not in the child's interests for this information to be shared. In these cases, the situation will be risk assessed in conjunction with the Child Protection and Safeguarding Policy.

13.0 Whole school approach

13.1 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 an Individual Care Plan created if appropriate.

13.2 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, newsletters, parents' information evening 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 and childcare. We recognise this might involve liaison with family support agencies.

14.0 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 by 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

Concerns around peers should be raised in the same way through the PCT system.

15.0 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. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

The appendix section of this policy contains links to information for those 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.

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.

Suggestions for individual, group or whole school CPD should be discussed with AHT for staff training who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **01/07/2020**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mike Bates, Deputy Headteacher, Lampton School

Any personnel changes will be implemented immediately.

Appendix

Staff Mental Health and Wellbeing: APL Health – Your health & wellbeing cover

Lampton has taken out an enhanced Occupational Health package that entitles you to a range of health and wellbeing services. You will have access to a range of support designed to ensure your general health and wellbeing. A booklet & card outlining the support from APL health has been put in your tray. Please log on to the service at <https://www.aplhealth.com/login/> to review the package of support available.

Need more details here -

Resources for Mental Health Resources for staff needing somewhere to talk

Samaritans Tel: 116 123

24 hour support 7 days a week for adults needing a place to talk or are in crisis

www.mind.org.uk Excellent range of resources for people affected by mental health issues

www.educationsupportpartnership.org.uk free 24/7 helpline Tel: 0800 562561 Text: 07909 341229

Counselling available to all staff working in education.

www.counselling-directory.org.uk

Online directory of professional counsellors near you

www.familylives.org.uk

Free confidential helpline 0808 800 2222

For emotional support, information and advice on any aspect of parenting and family life

www.cruse.org.uk

Free bereavement counselling for people suffering from grief

www.relate.org.uk

Relationship counselling and support for couples and individuals.



Signed by: Chair of governors



Signed by: Headteacher

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