



MENTAL HEALTH AND WELLBEING POLICY

2020/2021

School **BEDALE HIGH SCHOOL**
Headteacher **TOM KELLY**

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2020/21	Tom Kelly		J Reed/S Ingram

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff
Oct 20	Full review	A Knight	

Date Ratified by Governors	Review Date
October 2020	September 2022

Mental Health and Well-being Policy.
(NB. Appendix A is included in light of Covid 19.)

Policy Statement

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)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

This policy should be read in conjunction with our child protection policy and the SEND policy where a student has an identified special educational need.

The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff and students to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

Lead Members of Staff

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

- Mrs Alison Knight - designated child protection / safeguarding officer
- Mr Andy Collinson- pastoral team manager
- Miss Shannon Bradbury and Miss Claire Temple – Heads of Key Stage
- Mr Matt Gill - CPD lead
- Mr Andy Childe - Head of PSHE
- Mr Tom Kelly - Headteacher

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the DSL, form tutor, pastoral team manager or Head of Key Stage in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated

child protection officer or the headteacher. If the student 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.

Where a further referral to an external agency is appropriate, this will be led and overseen by Alison Knight - DSL.

Individual Provision Maps/ Health Care Plans/ Risk assessments.

It is helpful to draw up an Individual Provision Map for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and 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 but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined towards the end of this policy.

We will display relevant sources of support in communal areas such as form rooms and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support (either physically or virtually), we will increase the chance of student help-seeking by ensuring students understand:

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

Warning Signs

School 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 communicate their concerns with appropriate staff within school.

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. The established safeguarding processes and protocols should be carried out by staff.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Supporting Pupils

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings.

Supporting Staff

- Staff wellbeing team – feedback from team to SLT
- Staff wellbeing on whole school development plan
- Calendared staff wellbeing time/events
- Amended written feedback policy
- Headteacher continues to be transparent around school development

- Mental Health First Aid training by Shannon Bradbury
- Return to work processes
- Signposting to Employee Assistance Programme
- Headteacher liaison with unions
- Signposting to PSHE and SEMH training

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 in order to enable them to keep students safe.

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 students.

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

School Based Support

- Form tutor support
- Head of Key Stage support
- Referral to Healthy Child Team
- Referral to Compass REACH
- Referral to CAMHS
- Signposting to 'Buzz Us' and 'Kooth'
- Suggestion of Peer Mentor
- Social skills intervention
- Early Help Assessment
- Thrive assessment
- 1:1 support from Compass Buzz trained staff in school
- Signpost to other services/support using Early Help Signposting resources

Appendix A: Bedale High School's approach to Mental Health in light of Covid 19.

- 3 Annexes to standard CP policy – in light of closure, online learning and reintegration of Year 10 pupils.
- All CiN and statutory reviews have been held and attended.
- Academic Welfare Checks carried out with all Year 10 pupils through a phonecall or Teams meeting.
- Academic Welfare Check form offered to all Year 7,8 and 9 pupils and those in sub groups (SEND, PP, PAs and limited access to internet) have been prioritised.
- Identified SEND pupils and pupils deemed as 'vulnerable' (approximately 50 pupils) have had a weekly check in with a member of the Inclusion team or Head of Key Stage.
- Form tutors have maintained contact with tutees and parents every 10 days. Lack of contact/engagement has then been monitored/investigated through Alison Knight and Heads of Key Stage. When repeated attempts of contact have been made and no communication has been returned, home visits have been carried out where necessary (this has been minimal).
- Tom Kelly has signposted parents and pupils to external agencies and offers of support in the weekly newsletter.
- Use of Facebook to promote positive news stories and the 'stronger together' initiative.
- Detailed transition plan for Year 6 pupils – letters, videos and visits.
- Summer break wellbeing flyer – directing parents and pupils to key members of staff and external support – www.thegoto.org.uk

Staff have been signposted to the following training:

- Compass Buzz Level 1,2 and 3 webinars
- Winston's Wish Bereavement training
- Psychological First Aid Training
- 1 minute guides through North Yorkshire Safeguarding Partnership board
- Compass Reach weekly Resource Packs
- Kooth webinars
- In school CPD re: online learning
- NYCC and various external webinars