Mental Health Policy

Key: Recent changes highlighted in red

Date policy last reviewed: Summer Term 2023

Policy Lead: N Marnell

Signed by:

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Executive Principal   Date_4th May 2023_____

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Chair of Governors   Date_4th May 2023_____

Holyhead Mental Health Policy

Contents

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This policy is based on DfE guidance "Mental Health and Behaviour in Schools" November 2018 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" September 2022.

At Holyhead School, we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

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)

1. Policy Objectives

- This policy outlines what Holyhead will do to prevent and tackle all forms of mental health.
- The policy has been adopted with the involvement of the whole school community.
- Holyhead is committed to developing a community of promoting resilience and self regulation to support and prevent mental health issues.
- Our aim is to promote positive mental health, and recognise and respond to mental ill-health

2. Related Policies

- Safeguarding and Child-Protection
- Physical Intervention (Restraint) Policy
- SEND
- Equal Opportunity in Employment Policy
- PSHCE
- No Platform for Extremism
- e-Safey & Data Security Policy
- Mobile Phone Policy
- Behaviour Policy
- Anti-bullying

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to mental health. Holyhead School will fulfil their local and national responsibilities as laid out in the following documents. These may include (but are not limited to):

- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2018)
- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education:](#) Statutory guidance for schools and colleges (DfE Sept 2022)
- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002](#) s175
- [Human Rights Act 1998](#)(HRA)
- [Public Sector Equality Duty](#)(PSED)
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people](#) (UKCIS) 2020
- General Data Protection Regulation (GDPR) (ICO May 2018)
- DfE Behaviour and Discipline in Schools Guidance
- Mental health and behaviour in schools advice for school staff
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school
- The Equality Act 2010
- [The Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)

4. Aims

Holyhead's mental-health policy has the following aims:

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole-school approach to mental health and providing support to any student that needs it.

- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental ill health in students.
- Supporting staff who are struggling with their mental health.

5. Responsibilities

It is the responsibility of all staff members to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- Our Designated Safeguarding Leads: D. Denny, K. Phillips
- Our Mental Health Leads: S.Parker, S.Stafford, K Johal
- Pastoral Staff: Heads of Year and Vice Principals
- SENCO: K Robinson, R Blackler

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the DSL in the first instance or Mental Health Lead. If there is a fear that the student is in danger of immediate harm due to mental health, the mental health emergency protocol should be followed. If there is a safeguarding concern, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting the emergency services if necessary.

6. Teaching about Mental Health

Our PHSCE and tutor time curriculum ("PDP" Personal Development Programme) is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our PHSCE and tutor time curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We will also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

7. Support at School and in the local community

We have a range of support available in school for any students struggling, as listed below:

- Standardised mental health screening at transition.
- All students are taught resilience through the tutor time programme and lessons.
- Mentoring.
- Raising self-esteem programme.
- Anger management.
- Counselling service.
- New Start Project.
- Wave 2 Intervention
- Young Wellbeing Leads
- Emotional Literacy

Students experiencing mental health difficulties are often best supported with support both in and outside school. There are various mental health charities who provide helpful information for parents, and who offer tools to assist young people with their mental health outside school. The following resources can be helpful to review and are often signposted to

students in school for support.

- GP - Your local GP is usually the first person to contact regarding concerns about a child's mental health
- PAUSE
- Forward Thinking Birmingham
- Kooth – Online, free counselling for young people.
- Childline – Free counselling for young people via phone or online.
- Calm Harm – Free app for self-harm.
- Clear Fear – Free app for anxiety.
- Mind – General mental health support and knowledge. Young Minds – General mental health support and knowledge.
- Samaritans – Suicide phone-line (116 123).
- A&E – Young people can be taken to A&E during a mental health emergency or crisis.

8.   *Signposting*

We will ensure that all staff, students, and parent/carers are aware of the support that is available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Leaflets are provided and links are available for staff and students on the school website and on display in SPACE and Reception.

We will display relevant sources of support in communal areas such as form rooms, Student Support, and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, 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.

9.   *Signs and Symptoms*

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Lead as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.

- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

10. *School Ethos*

Holyhead recognises that if mental health issues are ignored and left unaddressed, they can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for their health and wellbeing.

By effectively preventing and tackling mental health issues our school can help to create a safe and supportive environment, where pupils are able to learn and fulfil their potential.

Holyhead:

- Monitors and reviews our mental health policy and practice on a regular basis
- Raise the awareness of mental health through the Personal, Social, Health and Citizenship Education programme, Tutor Time, Assemblies, the practice of Restorative Justice.
- Supports staff to promote positive relationships to help prevent mental health issues.
- Provide effective staff training on mental health. Holyhead will invest in specialised skills to help their staff understand the needs of their students, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) students
- Recognises that some members of our community may be more vulnerable to mental health issues and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent or manage mental health issue
- Works with the wider community such as Forward Thinking Birmingham and children's services to agree a clearly understood approach to cases where mental health is affecting students wellbeing and ability to learn.
- Young Wellbeing Leads promote wellbeing around the school site.

11. *Managing Disclosure*

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. Staff should be very clear about boundaries in the instance of a serious threat by a student to harm themselves. Staff responsibility to the student in a crisis is limited to listening, being supportive, and passing the information onto the relevant professional.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date and time of the disclosure, and date and time of the incident.
- The name of the student and the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation from the student.
- Additional relevant information
- Agreed next steps

12. Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student.

They will be told:

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

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

All disclosures are recorded and held on the student's confidential file, including date, name of student and member of staff to whom they disclosed, a summary of the disclosure and next steps. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if the child is in Years 7-9 or judged to be emotionally immature, Years 10-11, and students may choose to tell their parents themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts parents. We should always give students the option of informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parent/carers should not be informed the DSL must be informed immediately.

13. Whole school approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

13.1 Working with parents and carers

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.

To support parents/carers we will:
- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about

their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

13.2 Working with other agencies and partners

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing.

This might include liaising with:
- STICK Team
- The school nurse
- Pediatricians
- Forward Thinking Birmingham
- Counselling services
- Therapists
- Social Workers/family support workers
- Behavioural support workers

14. *Supporting Peers*

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. Friends generally want to offer support but do not know how without compromising their own well-being. 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. In response to this, we will consider, on a case by case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Guided conversations with the student who is suffering and their parents will take place and we will discuss the following:

- 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need 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

15. *Training*

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with students.

In addition to this, improved awareness of mental health issues may be achieved through awareness-raising campaigns or events. These are particularly effective if tied in with other events such as World Mental Health Day which provide opportunities for staff and students to work together. Campaigns that include practical activities such as workshops to promote mental well-being may be particularly effective in promoting the awareness of good mental health.

16. *Staff Mental Health*

Leaders and governors can work together to safeguard the mental health of teachers. Staff are supported by leadership and can talk to the DSL if they have concerns. In the staff room, there is a staff wellbeing board where they can seek advice from external agencies such as www.educationsupport.org.uk.

The school believes that staff wellbeing support programs need to be personalised and bespoke to meet the specific needs of staff. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school which in turn affects students. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of students resulting in happier students who achieve more.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing. Where possible to diminish the harm from stress a proactive approach should be implemented where wellbeing support programmes are used to stop the effects of stress from escalating into ongoing anxiety issues.   Whilst the school will do everything to support staff in ensuring their wellbeing needs are met, ultimately staff need to take responsibility to work through issues of concern with a view to reaching a resolution.

16.1 Guidelines for Implementation

The Senior Leadership Team and Governing Body will:

● Be open and ethical in their approach to ensure that staff are listened to and treated with the utmost respect.
● Work towards a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships.
● Provide personal and professional development programmes that meet the specific needs of staff and at the same time fulfil school priorities.
● Provide a range of strategies for involving staff in school decision making processes.
● Operate sensitive Performance Management linked to clear job specifications and school priorities.
● Provide professional support for the Senior Leadership Team to assist coaching supervision and to update their skills in supporting staff wellbeing.

- Provide non-judgmental and confidential care procedures through, for instance, providing bespoke holistic support programmes for staff
- Promote information about accessing appropriate support both within the school and externally.
- Ensure that, as part of the risk assessment processes and Health and Safety procedures, staff are kept safe from harm.
- Provide staff with appropriate training programmes, to deal safely, positively and with a sense of confidence with behaviour incidents that could lead to raised anxiety levels.
- Constantly review the demands on teachers and support staff, e.g. the time spent on paperwork, and strive towards seeking out alternative solutions wherever possible through having open communication channels with staff
- Provide training in Moving & Handling for those staff involved in caring for students who require physical assistance
- Respond sensitively and flexibly to external pressures that impact on staff lives and offer support whilst at the same time ensuring the efficient running of the school.

In addition to supporting the wellbeing of staff in school, the school will maintain contact with staff when they are absent for long periods in line with School's local policy.

16.2 Staff workload: the work life/fulfilment balance

The staff at The Holyhead School are all dedicated and committed individuals who work hard, at times in challenging situations, to ensure the very best care and learning outcomes for all students. The school is aware of the time and energy required to support students and for the wellbeing of staff and for students the importance of staff taking breaks according to their job roles. Everyone is aware of the tremendous workload involved in running an outstanding school and therefore the senior and middle leadership teams will overview the delegation of duties to ensure that there is a fair workload for all staff. Should a member of staff feel that their workload is becoming or has become unmanageable they should discuss this matter with a member of the Senior Leadership Team.It is imperative that the school support a healthy work life/fulfilment philosophy to ensure efficiency and the best outcomes for both staff and students alike.

16.3 DfE Staff Health & Wellbeing Charter

We are also proud to sign up with the DfE education staff and wellbeing charter. Signing up to the charter is a public commitment to actively promote mental health and wellbeing through policy and practice. It is a way to show current and prospective staff that your school is dedicated to improving and protecting their well-being.

You can find more information by clicking on the link below;
DfE Education Workforce Wellbeing Charter Https://www.gov.uk/guidance/education-staff-wellbeing-charter

16.4 Staff Health & Wellbeing – Your wellbeing matters

We are fully committed to our staff's health & wellbeing. We have an Employee Assistance Programme and Occupational Health to support our staff. EAP provides proactive, practical information and emotional support to help you to manage and reduce the impact of all of life's events, both at home and at work.

Occupational health professionals will play a critical part in developing rehabilitation plans for employees returning to work after absences related to ill health, and work with GPs and line managers on designing jobs and working environments to ensure that rehabilitation is successful.

A referral to the occupational health team will be made if this is considered appropriate after an employee's initial discussion with their manager or the HR department. Discussions between employees and the occupational health professionals are confidential, although the occupational health team will provide a report on the employee's fitness to work, and any recommended adaptations to the working environment, to the school

External support is available to help staff deal with personal problems and issues that may impact their work performance, health and wellbeing through the Care First (Employee Assistance Programme). EAP generally includes assessment, short term counselling and referral service for employees of the school and their immediate family.

Care First can be contacted by phone (0800 174 319) or online at https://www.care-first.co.uk/

17. Monitoring and review: putting policy into practice

- *The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.*
- *Any issues identified will be incorporated into the school's action planning.*
- *The Principal will be informed of mental health concerns, as appropriate.*
- *The named Governor for mental health, Trevor Hattersley, will report on a regular basis to the local governing board on mental health, including outcomes.*

To Be Reviewed: Summer 2023
Policy Leads: N Marnell

Mental health problems in children

1   Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

2   Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders12. Mental health professionals have classified these as:
   ●   emotional disorders, for example phobias, anxiety states and depression;
   ●   conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
   ●   hyperkinetic disorders, for example disturbance of activity and attention;
   ●   developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
   ●   attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
   ●   Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and,
   ●   other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

3   Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Non-professional diagnoses, however well meant, can exacerbate or promote mental health problems. Schools, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

Restorative Justice

Restorative Justice is based on four key principles:

● RESPECT: for everyone by listening to other opinions and learning to value them
● RESPONSIBILITY: taking responsibility for your own actions
● REPAIR: developing the skills within our school community so that individual students have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
● RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain together in the same learning environment without….

Appendix C

Useful links and supporting organisations

● Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
● Childline: www.childline.org.uk
● Family Lives: www.familylives.org.uk
● Kidscape: www.kidscape.org.uk
● MindEd: www.minded.org.uk
● NSPCC: www.nspcc.org.uk
● The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
● PSHE Association: www.pshe-association.org.uk
● Restorative Justice Council: www.restorativejustice.org.uk
● The Diana Award: www.diana-award.org.uk
● Victim Support: www.victimsupport.org.uk
● Young Minds: www.youngminds.org.uk
● Young Carers: www.youngcarers.net

SEND

● Changing Faces: www.changingfaces.org.uk
● Mencap: www.mencap.org.uk
● Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
● DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

● Childnet: www.childnet.com
● Internet Watch Foundation: www.iwf.org.uk
● Think U Know: www.thinkuknow.co.uk
● UK Safer Internet Centre: www.saferinternet.org.uk

- The UK Council for Child Internet Safety (UKCCIS)
  www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis 12
  Theeducationpeople.org
- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educatea
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub:
  www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk ; A Guide for Schools:
  www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitio
  n-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-
  nobodycampaign-posters