



Kings' School

Positive Mental Health Policy

Policy Reviewed by:	SLT	September 2021
Approved by:	Pupil Support Committee	September 2021
Approved by:	FGB	October 2021
To be Reviewed	3 Yearly	October 2024

1. Policy Statement

- 1.1 *“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 Organisation)*
- 1.2 At our school, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at vulnerable pupils.
- 1.3 By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils and staff affected both directly, and indirectly, by mental ill health.

2. Scope

- 2.1 This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a pupil’s mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.
- 2.2 This policy should be read in line with the Kings’ School Staff Handbook and the following policies:

- Child Protection Policy
- Keeping Children Safe in Education – Part 1 and Annex B
- Safeguarding Policy
- Code of Conduct
- Guidance on Safe Working Practices
- Online Safety Policy and Acceptable Use Agreement
- Bullying Policy

3. The Policy Aims to:

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

4. Lead Members of Staff

- 4.1 Whilst all staff have a responsibility to promote the mental health of pupils.

Staff with a specific, relevant remit include:

- Robert Jeckells - Designated Safeguarding Lead (DSL)
- Jane Berridge – Deputy Designated Safeguarding Lead (DDSL) and Welfare Manager
- Richard James - Pastoral lead

- Louise Hutton - CPD lead
- Beth Chandler - Head of PSHE

- 4.2 Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Head of Year or Welfare Manager in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead or the Headteacher. If the pupil 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.
- 4.3 Where a referral to CAMHS is appropriate, this will be managed by the Pastoral Team in communication with parent or guardian.

5. Teaching about Mental Health.

We will ensure staff are made aware of The Mental Health Foundation 10 ways to protect and sustain good mental health

- 5.1 The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.
- 5.2 The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.
- 5.3 The Mental Health Foundation has produced 10 ways to protect and sustain good mental health. They are:
1. Talk about your feelings
 2. Keep active
 3. Eat well
 4. Drink sensibly
 5. Keep in touch
 6. Ask for help
 7. Take a break
 8. Do something you're good at
 9. Accept who you are
 10. Care for others

- 5.4 We will follow the PSHE Association Teacher Guidance to ensure that we teach mental health and emotional wellbeing issues in an understanding, safe and sensitive manner which helps rather than harms.
- 5.5 We will ensure that staff are made aware of The Mental Health Foundation 10 ways to protect and sustain good mental health to staff.

6. Signposting

- 6.1 We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community, including what support is available within our school and local community, who it is aimed at and how to access it.
- 6.2 We will display relevant sources of support for staff in communal areas such as the staff room, teaching departments and toilets. We will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of staff and pupils help-seeking and ensure that staff and pupils understand:
- What help is available
 - Who it is aimed at
 - How to access it
 - Why to access it
 - What is likely to happen next

7. Warning Signs

- 7.1 Some of the key stresses and strains on pupils during the school day, can be linked to anxiety, home life, illness or family illness, community issues, lesson content, exams and academic pressures, relationships or family history.
- 7.2 Some of the key stresses and strains on staff include, pupil stresses and strains, time management, work life balance, illness or family illness, managing pressure or relationship and family issues.
- 7.3 However, it is also possible for there to be no obvious reason as to why a mental health issue develops for a pupil or member of staff or obvious external warning signs.
- 7.4 School staff may become aware of warning signs which indicate a pupil or member of staff is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs for a pupil should communicate their concerns with the Pastoral team or if the pupil is at risk of immediate harm, the DSL or DDSL. For staff, the DSL, DDSL or Head of Department should be informed.
- 7.5 Possible warning signs 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 secretly
 - Lateness to or absence from school

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

8. Managing disclosures

- 8.1 A pupil 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 pupil 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.
- 8.2 Staff should listen, rather than advise and our first thoughts should be of the pupil or colleague's emotional and physical safety rather than of exploring 'Why?'
- 8.3 Staff disclosures should be treated with confidentiality and in a calm, non-judgemental and supportive way.
- 8.4 Staff must be offered the details of the **Employee Assistance Programme** and the 24-hour personal support service telephone number – **0800 030 5182**.

All pupil disclosures should be recorded in writing and held on the pupil's confidential file. This written record should include the following:

- 8.5 All pupil disclosures should be recorded in writing and held on the pupils confidential file. This written record should include

An initial record of the information in writing; this may be handwritten or typed but should not be emailed. This record should be handed to the DSL / DDSL.

- a. Dates and times of observations
- b. Dates and times of any discussions in which they were involved
- c. Any injuries
- d. Explanations given by the child / adult
- e. What action was taken
- f. Any actual words or phrases used by the child

The records must be signed and dated by the author.

9. Confidentiality

- 9.1 We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:
- Who we are going to talk to
 - What we are going to tell them
 - Why we need to tell them
- 9.2 We should share information about a pupil, in line with the Kings' School Child Protection and Safeguarding policies.
- 9.3 Disclosures must be shared with the DSL/DDSL, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support.

9.4 Parents/Guardians must always be informed if a pupil makes a disclosure, unless we believe there may be underlying child protection issues, or pupils may choose to tell their parents themselves. Depending on a case by case basis, the pupil should be given the opportunity to share this information before the school contacts parents. We should always give pupils the option of us informing parents/guardians for them or with them.

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

10. Working with parents/guardians

10.1 Where it is deemed appropriate to inform parents/guardians, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

10.2 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.

10.3 We should always highlight further sources of information where possible as 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.

10.4 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.

11. Working with all parents/guardians

11.1 Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, 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 information evenings
- 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

12. Supporting Peers

12.1 When a pupil 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 support peers' positive mental health, 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 and will be guided by conversations by the pupil who is suffering and their parents/guardians 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 help (e.g. signs of relapse)

12.2 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

13. Training

13.1 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 pupils safe.

13.2 We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal (www.minded.org.uk) provides free online training suitable for staff wishing to know more about a specific issue.

13.3 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 pupils.

13.4 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.

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

14. Policy Review

This policy will be reviewed every 3 years.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

This policy will always be immediately updated to reflect personnel changes.

APPENDIX

Further Information and sources of support

Support on all of these issues can be accessed via

Young Minds (www.youngminds.org.uk), **08088025544**

Information, advice & support for young people affected by mental health. Empowering young people.

Childline (childline.org.uk)

Help and advice about a wide range of issues, call on **0800 1111**, talk to a counsellor online, send **Childline** an email or post on the message boards.

Prevention of young suicide UK – PAPYRUS (www.papyrus-uk.org): **0800 068 4141**

The national UK charity dedicated to the prevention of young suicide.

Mind (www.mind.org.uk)

Advice and support to empower anyone experiencing a mental health problem.

SelfHarm.co.uk: www.selfharm.co.uk

National Self-Harm Network: www.nshn.co.uk

Support individuals who **self harm** to reduce emotional distress and improve their quality of life

Depression Alliance www.depressionalliance.org/information/what-depression

Depression Alliance is the leading national charity for people affected by depression. Providing a range of information and support services & work to reduce the stigma and isolation often associated by depression.

Anxiety UK www.anxietyuk.org.uk

Confidential Help & Support. Free Online Support. Professional Counsellors. Mental Health Experts. Safe Online Community. Anonymous & Professional. Services: Group Support, One-To-One Support, EAP Service.

OCD UK www.ocduk.org/ocd

We aim to bring the facts about **obsessive compulsive disorder** to the public and to support those who suffer from this often debilitating anxiety disorder

Stonewall

Information and support with any issues affecting LGBT people or their families. You can tell us about your situation by phoning **08000 50 20 20**

Al-Anon and Alateen

AI-Anon is a mutual support program for people whose lives have been affected by someone else's drinking.

Alateen, a part of the **AI-Anon** Family Groups, is a fellowship of young people (mostly teenagers) whose lives have been affected by someone else's drinking whether they are in your life drinking or not

Helpline **020 7403 0888**

Employee Assistance Programme

Confidential support services available to staff, your legal partner and your children aged 16-24

Free 24 hour 0800 030 5182 www.healthassuredeap.com