

Mental Health and Emotional
Wellbeing Policy

STUDLEY ST. MARY'S C.E.



ACADEMY

Review Frequency	Every 2 Years
Review date	May 2024
Date adopted by AGC	12.05.2022
Member of staff responsible	Mental Health Lead

Contents

- 1.0 Policy Statement and definitions
 - 2.0 Scope
 - 3.0 Policy Aims
- 2

- 4.0 Key Staff Members
- 5.0 Data
- 6.0 Teaching about Mental Health
- 7.0 Signposting
- 8.0 Sources or support at school and in the local community
 - 8.1 Support for staff
- 9.0 Warning signs
- 10.0 Targeted support
- 11.0 Managing disclosures
- 12.0 Confidentiality
- 13.0 Whole School Approach
 - 13.1 Working with Parents/Carers
 - 13.2 Supporting Parents/Carers
- 14.0 Support Peers
- 15.0 Training
- 16.0 Policy Review

1.0 Policy statement

At Studley St Mary's, we are committed to promoting positive mental health and emotional wellbeing to all students, their families, members of staff and governors. Our open culture allows students' voices to be heard and through the use of effective policies and procedures, we ensure a safe and supportive environment for all.

It must be noted that at Studley St Mary's, we recognise the difference between mental health, mental well-being and mental illness. We acknowledge that all people have mental health and this should be taken care of with the same understanding of a person's physical health.

Mental Health is part of the emotional side of a human, it enables thoughts, emotions and copes with various strain on the body, both physically and mentally (Faulkner & Taylor, 2005). The National Health Service (2018), also state that connections with the environment and communities are also a part of mental health. Mental illness is a diagnosed disorder that may need treating through various methods, which may include Cognitive Behavioural Therapies, counselling and medication (NHS, 2018). Furthermore, specific diagnoses are carried out by a qualified specialist, who may identify the illness as stress, anxiety, depression or other diagnosis (NHS, 2018). Mental well-being although related to both mental health and mental illness is the description a person's mental state upon judgement of day to day life (Mind.org, 2018).

It is important to note the related policies:

- PSHE
- Safeguarding
- Computing (e-safety)
- Teaching and learning
- Behaviour
- Data Protection

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Studley St Mary'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:

Senior Mental Health Lead (Rebecca Gordon)

- Mental Health Lead (Kate Andrews)
- Designated Safeguarding Lead (Rebecca Gordon)
- SENCO (Laura Dargie)
- Head of Mental Health First Aid Champion (Kate Andrews)
- PSHE Coordinator (Rachel Power)

Mental Health Champions (individual members off staff available to all children and staff for support at any time who have received mental health training via place2be).

- Kate Andrews - Rebecca Barnes
- Jo Stevens - Tracy Kirkland

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the **Designated Safeguarding Lead and Mental Health Lead**.

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.

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

5.0 Data

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 RISE (formerly CAMHS) or another organisation, we create a cause for concern record and if appropriate said child will be added to our SEND register.

Please note that each child has an electronic SEND file with copies of all relevant paperwork.

Suggested elements of the information on the register include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- The role of internal or external agencies.

6.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves and others both physically and mentally healthy as well as safe are included as part of our PSHE curriculum and the Champions Network of specific staff and students. Assemblies using Public Health and Jigsaw Resources, alongside campaigns such as Anti-bullying are a key role in teaching our children at Studley St Mary's.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely 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. At Studley St Mary's we use the 'Zones of Regulation' in order to help children, including SEND identify their emotions throughout the school day. Our PSHE curriculum is designed and updated to give children the knowledge and skills to understand mental health as well as the appropriateness to world issues, for example, COVID -19 Our Collective Worship Assemblies through Picture News and staff delivery provide safe spaces for children to discuss worries.

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, staff room, toilets etc.) and through our communication channels (newsletters, website, class dojo), 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
- How to keep themselves safe
- Why should they access it
- What is likely to happen next

8.0 Sources of support at school and in the local community

At Studley St Mary's we have access to a range of support for students.

Mentorlink, Lifespace and Kick are both mentoring services where children from Years 3-6 can be referred. Referral is via a form submitted by school but parents can refer directly and pay for this service themselves. Teachers, parents or the SENDCO have a conversation with the child around accessing additional support to help them with whatever their current difficulties are and whether the above process would be of help.

SEND Supported has two branches – Cognition and Learning (Clair Cole) and Behaviour/SEMH/ASD (Lucy Clarke). Children are referred by school, often following concerns raised by staff and parents. There are separate referral forms and information gathering sheets for both branches and children are generally told that it is additional support.

Connect for Health is the school nurse service and a referral form is submitted by school, although parents and GPs can also refer directly. The team deal with things like self-care and hygiene, sleep issues, anxiety, diet, school avoidance etc. They liaise with parents but can have direct contact with the child to offer advice and support.

Guy's Gift is a bereavement counselling service who support individual children or families. Primrose Hospice and Shakespeare Hospice also offer similar services; referral is usually via a telephone conversation.

SAP is the Significant Adult Partnership and this is accessed via STS (Specialist Teaching Service) and Sendar.

Educational Psychologists such as **EPE** (Educational Psychology for Everyone) – referral is via school and staff and parents have to complete consent and information gathering forms.

MHST (Mental Health in Schools Teams) provides low intensity mental health interventions and support. Support can vary from individual sessions, group session and teacher support. A referral is made from teacher and/or parental concerns.

Individual children, groups or year groups also run specific interventions in relation to the needs of the children. e.g Lego Therapy.

Local Support

In Warwickshire, there are a range of organisations and groups offering support, including the **RISE partnership (formerly CAMHS)**, a group of providers specialising in children and

We strive to inspire our children to flourish, so our staff, pupils and families can 'live life in all its fullness'. (John 10:10).



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.

8.1 Support for staff

At Studley St Mary's, staff well-being is considered on a daily basis and is discussed at Senior Leadership and governor meetings. Throughout the school year, staff have access to:

- high quality continuous professional development
- robust performance management
- a voice in decision making
- regular informal check ins with Senior Leadership
- revised marking policy to reduce workload,
- online parents consultations
- termly PPA days
- mentoring and coaching for all subject leads
- early career support
- behavioural support plans.

As a school that is part of the Diocese of Coventry Multi Academy Trust, the Trust offers Employee Assists, which is a confidential counselling service for all employees.

We strive to inspire our children to flourish, so our staff, pupils and families can 'live life in all its fullness'. (John 10:10).



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 Mental Health First Aider (**Kate Andrews**) and Designated Safeguarding Lead (**Rebecca Gordon**).