

# Church Stretton School



## Pupil mental health and wellbeing policy

**Approved by: Governors**

**Date:** February 2023

**Last reviewed on:** December 2022

**Next review due by:** December 2024

### Contents

1. Policy statement.....	2
--------------------------	---

2. Scope .....	2
3. Policy aims .....	2
4. Legal basis .....	3
5. Roles and responsibilities .....	3
6. Procedure to follow in a case of acute mental health crisis.....	3
7. Warning signs .....	4
8. Managing disclosures .....	5
9. Confidentiality .....	5
10. Supporting pupils .....	6
11. Supporting and collaborating with parents and carers .....	9
12. Supporting peers.....	10
13. Signposting .....	10
14. Whole school approach to promoting mental health awareness.....	10
15. Training .....	11
16. Support for staff .....	11
17. Monitoring arrangements .....	11

## 1. Policy statement

At Church Stretton School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

## 2. Scope

This policy is intended to:

- Provide guidance to school staff on our school’s approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND Policy
- Staff mental health and wellbeing policy
- Behaviour policy
- Safeguarding policy

## 3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss mental health and promote a culture of kindness and support
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues

- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

#### 4. Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

#### 5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated Safeguarding Leads and log concerns on CPOMS.

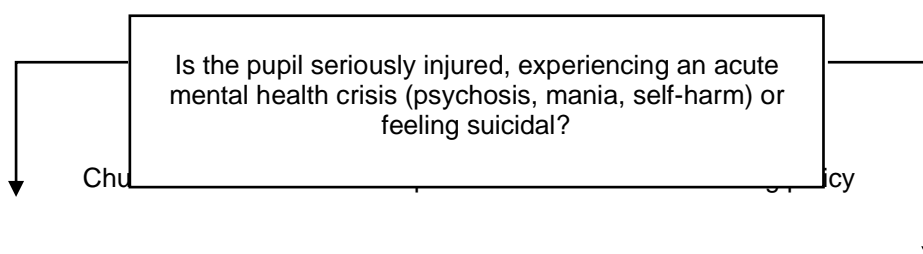
Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

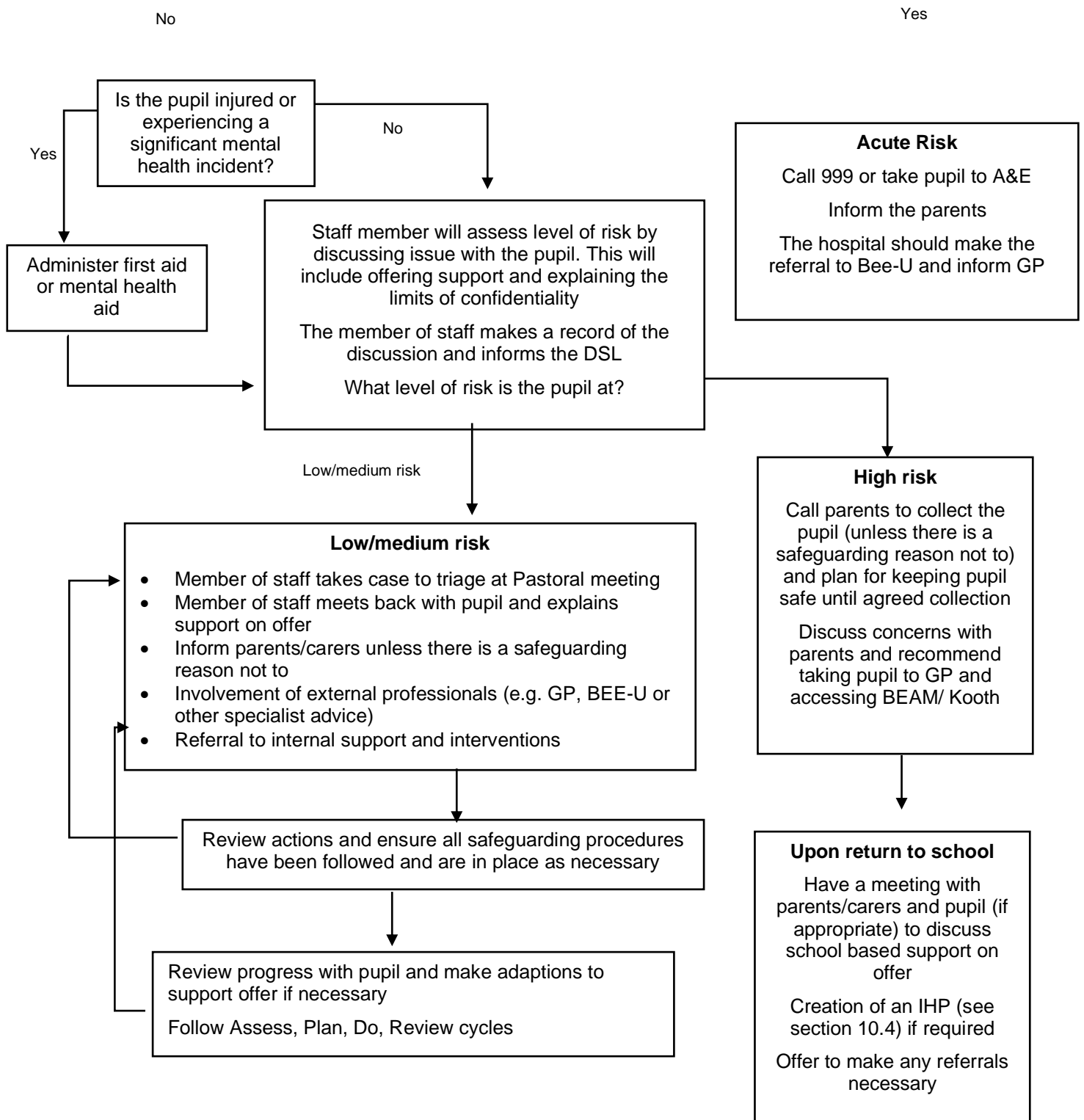
- Headteacher – Mr Parr
- Designated Safeguarding Lead – Martyn Longhurst
- SENCO, DSL and Mental health Lead – Su Quye
- Mental health First Aiders
- SLT

The school's leadership team (SLT) guided by the senior mental health lead (SMHL) are responsible for preventing mental health and wellbeing difficulties by creating a safe and calm environment where mental health problems are less likely to occur. The leadership can improve the mental health and wellbeing of the school community and instil resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in activities and ethos.

The governing body have a duty to monitor and support upholding this policy.

#### 6. Procedure to follow in a case of acute mental health crisis





## 7. Warning signs

All staff will be alert to indicators that a pupil's mental health is, or may be, deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns

- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## 8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the DSLs.

All disclosures are recorded and stored on CPOMS (the school safeguarding recording system).

When making a record of a disclosure, staff will include:

- Any questions asked or support offered by the member of staff

## 9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures on CPOMS.

If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern.

## 9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers initial support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSLs
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information by recording on CPOMS
6. DSL will agree which member of the Pastoral team will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## 10. Supporting pupils

### 10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, PSHE lessons and during mental health awareness week
- Making classrooms a safe learning space
- Signposting all pupils to sources of online support via the school website and newsletter "The Link"
- Discussing mental health across the curriculum
- Responding to local, national and international events and incidents which may impact on mental health
- Providing pupils with opportunities to feedback on how school impacts their mental health
- Providing pupils with opportunities to shape mental health provision by being a mental health ambassador or health champion
- Appointing a senior mental health lead (SMHL) with a strategic oversight of our whole school approach to mental health and wellbeing
- Regularly monitoring pupils' mental health through surveys and assessments
- Offering strategic report through Pastoral triage system (DSL, SMHL, Heads of Key Stage, Pastoral Support Officer) see 10.2
- Signposting a range of mental health supports

### 10.2 Assessing what further support is needed

Risk and protective factors will be taken into consideration including:

Risk factors	Protective factors
--------------	--------------------

In the pupil	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning difficulties</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Behavioural difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• ADHD</li> <li>• ASD</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills and sociability <ul style="list-style-type: none"> <li>• Being a planner and having a belief in control and logic</li> </ul> </li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement <ul style="list-style-type: none"> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul> </li> </ul>
In the pupil's family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence <ul style="list-style-type: none"> <li>• Family breakdown (including where children are taken into care or adopted)</li> </ul> </li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult who is seen regularly)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationships or the absence of severe discord</li> </ul>
In the school	<ul style="list-style-type: none"> <li>• Bullying including online (cyber bullying)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer-on-peer abuse</li> <li>• Poor pupil-to-teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct) <ul style="list-style-type: none"> <li>• 'Open door' policy for children to raise problems</li> </ul> </li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil-to-teacher/school staff relationships <ul style="list-style-type: none"> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> </ul> </li> <li>• Effective safeguarding and child protection policies. <ul style="list-style-type: none"> <li>• An effective early help process</li> <li>• Understand their role in, and are part of, effective multi-agency working</li> <li>• Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively</li> </ul> </li> </ul>

In the community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>
------------------	---	---

If a pupil is identified as having a mental health need, the Pastoral team will triage and take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1.

The school will offer support in APDR cycles of:

- Assessing what the pupil's mental health needs are
- Planning support to be provided
- Carrying out actions, interventions, resourcing
- Reviewing the effectiveness of the support offered

### 10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- "Time to talk" key staff
- Mental Health First Aid
- Sessions with Pastoral Officer
- Mentorlink sessions
- Social Prescribing sessions
- Creative arts and play therapy sessions
- "No Worries" CBT programme
- "Be happy" group sessions
- Time with Lucy the dog
- Anger Management
- Socially Speaking and Sulp
- B1, B12 and W1 as sanctuary spaces
- Time out pass

### 10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if their needs becomes greater than our Tier One and Two provision and further assessment and a bespoke management system is required.



IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency
- Risk assessment if necessary

## 10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- CAMHS Bee-U
- BEAM
- Mental health sites (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#), [Mermaids](#))
- Local offer

## 11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums, training)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will recognize that these meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record on CPOMS.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

## 12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## 13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The SMHL, DSL and SENCo are available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Throughout the year cycle there are timetabled signposting and focus points and additional interventions may be added if there is an event which may require mental health responses and support eg following the death of a child or teacher or a number of people in a world event

## 14. Whole school approach to promoting mental health awareness

### 14.1 Mental health is taught in PSHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE curriculum.

### 14.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating
- Promoting and supporting good mental health and a culture of kindness
- Using positive, inclusive and non discriminatory language and behaviours

- Challenging negativity about mental health and addressing misconceptions

## 15. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Some staff will be offered training so they:

- Have mental health first aid training
- Can offer sleep hygiene training
- Can carry out suicide prevention and risk assessment training
- Can assess sexualized behaviours using the Brook Tool
- Have access to current local identified areas of need (through "Future in Mind" training)
- Can strategically lead on mental health

## 16. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Offer internal opportunities to talk
- Signpost to counselling sessions and support
- Create a pleasant and supportive work environment and culture of kindness
- Work collaboratively and put a team around a child
- Provide supervision for mental health leads

## 17. Monitoring arrangements

This policy will be reviewed by the mental health lead every other year.

At every review, the policy will be approved by the governing body and headteacher.