

**FRED LONGWORTH**  
HIGH SCHOOL



# **SCHOOL MENTAL HEALTH AND WELL-BEING POLICY**

**This Policy was approved by:**

Standards Committee of the Governing Body: 2<sup>nd</sup> March 2020

**Date for Review: January 2022**

## **POLICY STATEMENT**

At Fred Longworth High School, we are committed to supporting the mental health and well-being of our students and staff.

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

At our school, we know that everyone experiences different life challenges, and that each of us will need help to cope with them at some time. 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.

## **POLICY SCOPE**

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

## **POLICY AIMS**

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

### ***At our school, we will always:***

- Help students to understand their emotions and experiences better.
- Ensure our students feel comfortable in sharing any concerns and worries.
- Help students to form and maintain relationships.
- Encourage students to be confident and help to promote their self-esteem.
- Help students 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 who needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Celebrating individual differences and never compromising in our belief that this is how we should treat each other.
- Enabling staff to respond to early warning signs of mental-ill health in students.

- Supporting staff who are struggling with their mental health.

## KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process.

These are:

- **Mental Health Lead and SENCO:** Mrs Waring
- **Designated Safeguarding Lead:** Mr Whalley
- **Designated Safeguarding Officer:** Mrs Bailey
- **Designated Governor:** Mrs Mullineaux
- **Pastoral Staff:** Miss Brook, Mr Fallows, Mrs Regan, Mrs Shea and Mrs Killey
- **Inclusion Staff:** Mrs Gannon, Mrs Bailey, Mrs Naylor and Mr Potkin

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to Mrs Bailey, Mrs Waring, Mr Whalley or the relevant Head of Year.

Mrs Waring and Mrs Bailey have undertaken the comprehensive ASIST training to support students who are feeling suicidal.

If a student presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

## TEACHING ABOUT MENTAL HEALTH

Our PHSE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

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

We also teach about mental health through assemblies and form time activities.

## SUPPORT AT SCHOOL

**We have a range of support available in school for any students struggling. The students are made aware of the service through HoY or a referral to the Inclusion Centre.**

<b>Provision</b>
Nurture Small group classes
Mentoring
Counselling
Resilience Coaching
Transition Support

Tutoring
Anger Management
Mindfulness and wellbeing
Lego Therapy
Peer mentoring

**There are a lot of support networks available for children in the local community and online. These include:**

Child and Mental Health Services (CAMHS )
CAHMS school link worker
Counselling services
The school nurse
GP
Relevant websites – egs: Kooth.com; Childline.org.uk; Papyrus-uk.org

## **SIGNPOSTING**

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

## **IDENTIFYING NEEDS AND WARNING SIGNS**

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 Staff 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 and behaviour.
- Appearance – unkempt and/or neglected.
- 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 student's mental health and wellbeing, such as bereavement and health difficulties.

## **MANAGING DISCLOSURES**

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.

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

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

## **CONFIDENTIALITY**

If a member of staff thinks it is 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 the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told
- When the contact will be.

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.

## **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.

## **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 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 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.

## **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:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists
- Family support workers.
- Behavioural support workers.

## **SUPPORTING PEERS**

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. 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.

## **STAFF MENTAL HEALTH**

Staff wellbeing is very important to us. Fred Longworth High School has a family feel and staff support each other well. Good staff well-being is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. We endeavour to help our staff to have a work life balance to ensure good mental health. We support staff mental health through:

- Staff welfare group – held every term, staff are able to raise genuine concerns with school leaders which are then discussed.
- Developing outstanding student behaviour which enables staff to be able to teach. Where there are issues staff are supported and a restorative approach to behaviour is part of our culture.
- Active encouragement for staff who wish to provide activities to promote well-being (eg. yoga, staff choir, pamper sessions).
- Exercise e.g. school gym use at low cost, yoga sessions, fitness training.
- Provision of some CPD time for developing well-being.
- Access to a counsellor if requested by staff funded by the school, where appropriate, and where there is availability.
- A school assessment and feedback policy that recognises the potential impact that marking can have upon staff; not all pieces of work need to be marked. Strategies to reduce the time spent marking have been shared which maintain the use of high quality feedback.
- Encouraging new learning through the use of Action Research.
- The use of teachers' PM targets that are realistic and concentrate on raising standards for our students.
- Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges through action research.
- Creating a sense of belonging to the school 'Freddie's Family' (eg. through team development opportunities).
- Staff recognition and praise. This is part of the school's culture eg. briefings, personal situations celebrated – significant birthdays/weddings/birth of children.

Fred Longworth High School acknowledges that staff who are working closely with distressed students exhibiting mental health problems can themselves be placed under emotional strain.

Support will be provided to all staff who request it in terms of supervision.

## **TRAINING**

All staff will receive 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 students safe. Training records will be held with the DSL for safeguarding.

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 pupils.

## **POLICY REVIEW**

This policy will be reviewed every two years. We will also regularly review it in accordance with local and national policy changes.