

EMOTIONAL HEALTH AND WELLBEING POLICY

Ely College

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Applicable To:	Ely College
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Policy Statement

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)

At Ely College, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for staff and students affected both directly, and indirectly by poor emotional health.

Scope

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 safeguarding, medical and SEND policies.

The Policy Aims to:

- Promote positive mental health in all staff and students
- 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 students suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students and staff, staff with a specific, relevant remit include:

- Lynn Riches - designated child protection / safeguarding officer
- Lorraine Young - Head of PSHE
- Victoria Cutforth – HR Officer
- Senior Tutors

Any member of staff who is concerned about the mental health or wellbeing of a student should log the concern on 'My Concern'. If there is a fear that the student is in danger of immediate harm, then the member of staff needs to immediately inform one of the safeguarding officers. If the student presents a medical emergency, then the normal procedures for medical emergencies should be followed.

The flowchart for mental health concerns can be seen in appendix 1.

Individual Care Plans/Safety Plans/Risk assessments/EHA

It is helpful to draw up an individual care plan, safety plan or risk assessment for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. PLEDGES days will incorporate this and the PHSE curriculum will be regularly reviewed. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Throughout the year there will be assemblies educating students about Mental Health Signs and Symptoms and informing them of support available. Outside agencies will be encouraged to present assemblies on a range of emotional health and wellbeing issues.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. These will be displayed on noticeboards and in the toilets around school and on our website.

The latest list is in appendix 2.

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

For example, if a student is struggling with their mental health, they will be informed of the various options of support available to them. They will be informed about how they are accessed and the level and type of support offered. They will be given the time to reflect on this before a referral is made.

Warning Signs

School staff may become aware of warning signs which indicate a student or adult is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs in students should communicate their concerns via MyConcern.

Concerns regarding an adult should be passed on to a line manager, a member of the leadership team or Victoria Cutforth (HR Manager).

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

Managing disclosures

A student 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 student 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. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?' Staff should encourage students to look to the House system as their first port of call through either their form tutor or House office. Students need to be made aware that the concern may need to be passed on to the Child Protection Team and their parents.

Staff should be aware of the school Code of Conduct and the Whistleblowing Policy and be able to follow procedure if necessary.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on then we should discuss with the student:

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

Staff should then record the concern on 'My Concern'

Parents will usually be informed unless there is a Safeguarding concern regarding the actual parent. If the concern is non urgent the student should be given 24 hours to share this information before the school contacts parents. We should always give students the option of us informing parents for them or with them. Contact to parents will usually be done by one of the safeguarding team, a Senior tutor or the SSA.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. 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.

Working with All Parents

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.

Supporting Peers

When a student 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 keep peers safe, 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 student who is suffering and their parents. This support will usually be internally provided through the school pastoral system.

Staff Training

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 students safe. Staff will be given regular updates about current issues through In the Loop.

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 the need to do so becomes evident, we will host twilight training sessions for staff to promote learning or understanding about specific issues related to mental health.

Support for staff

Staff are encouraged to talk to their line manager if they are concerned about their own mental health. If they feel unable to talk to their line manager they should talk to a supportive peer, a member of the leadership team or Victoria Cutforth (HR Manager).

If a member of staff is concerned about the emotional health and wellbeing of another member of staff they should share the concern with their line manager, a member of the leadership team, Victoria Cutforth or Lynn Riches.

A support line is available for all staff on 08000 856 148.

It is provided by the Education Support Partnership and is available 24/7, 365 days a year. It gives free, confidential support, information and advice.

This policy will be reviewed every 3 years as a minimum.

Further notes or ideas

FLOW CHART FOR MENTAL HEALTH CONCERNS – APPENDIX 1

CONCERN IS RAISED ON MY CONCERN

**CONCERN READ BY ONE OF SAFEGUARDING TEAM
AND ALLOCATED TO ONE OF TEAM**

**STUDENT IS SPOKEN TO AND THEIR WISHES AND CONCERNS
ARE LISTENED TO**

**PARENTS ARE CONTACTED (UNLESS SAFEGUARDING ISSUE)
AND THEIR OPINION CONSIDERED**

ONE OF FOLLOWING OPTIONS TAKEN

In School Support	Outside Agency Support	On-line Support
Student monitored School Counsellor The hub	Centre 33 Early help referral Social Care referral GP CAMH referral School Nurse referral CHUMS	KOOTH Childline

Support for student monitored and reviewed

SOURCES OF SUPPORT – APPENDIX 2

Listed below are the various pathways of support

IN SCHOOL SUPPORT

Form tutor

House office – SSA

Senior tutor

School Counsellor - to access this you need to speak to your Senior tutor or Mrs Riches

The hub – again referral needs to be via your Senior tutor or Mrs Riches

Young Carers – referral via Mrs Riches

Centre 33 – referral via Mrs Riches

CASUS – drug and alcohol support – referral via Mrs Riches

KITE – LGBT support – referral via Mrs Riches

Young People’s worker – referral via Senior tutor or Mrs Riches

Bereavement counselling - referral via Mrs Riches and Mrs Lightfoot

School nurse service – referral via Mrs Riches

SUPPORT OUTSIDE SCHOOL

Centre 33

0333 4141 809

help@centre33.org.uk

Drop in 24A Barton Road, Ely, CB7 4DE - Thursdays 4pm -7pm

Support from your GP

There are also numerous websites that can offer support and advice, many now offer one to one on line counselling services. They are:

www.kooth.com

www.youngminds.org.uk

www.youthoria.ok

www.childline.org.uk plus you can call 0800 1111

www.chums.uk.com