

ST EGWIN'S C.E.
MIDDLE SCHOOL

Mental Health and Well-Being Policy

Dated – June 2022

Review date – June 2023



Acting Headteacher

Date:

June 2022



Chair of Governors

Date:

June 2022

Pupil Mental Health and Wellbeing Policy

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. Poor mental health is also associated with rapid social change, stressful work conditions, gender discrimination, social exclusion, unhealthy lifestyle, physical ill-health and human rights violations.
(World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. St Egwin's Church of England Middle School fully recognises its responsibilities for mental health and wellbeing needs.

At SEMS, we want our students to:

- Feel good- experiencing positive emotions like happiness, contentment and enjoyment.
- Be motivated and enjoy learning.
- Develop a range of skills and be mentally and physically fit and equipped for a successful life.
- Be confident, happy, independent, ambitious and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day
- Be resilient
- Function well – by which we mean able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose

We are a School:

- Where British and Christian Values are at the heart of all we do.
- That welcomes people into our community
- That is committed to learning and achieving the best that we can
- That has high expectations of staff and students
- That values the role of parents and carers
- That abides fully by the Equality Act 2010

In addition to promoting positive mental health and well-being throughout St Egwin's Church of England Middle School, we aim to recognise and respond to mental ill-health.

In an average classroom, some children will be suffering from a diagnosable/undiagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase the level of awareness and understanding amongst staff, parents/carers and other stakeholders of issues involving the mental health of young people, in particular but not exclusively with regards to self-harm, eating disorder, anxiety, depression, loss and bereavement.
- to detect and address problems in the earliest stages where they exist, in thinking and attitudes to self/image, self-esteem and self-control.
- to increase the appropriate level of support available to students with mental health issues in partnership with outside health agencies, child support groups and our own staff who have undertaken appropriate training.
- to continue to promote positivity around Mental Well Being by reducing the stigma associated with Mental Health.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific responsibility for mental health is:

- Ms C Gordon – Welfare and Safeguarding lead (DSL)
- Mrs C Petit - SEND lead
- Mr S Taylor – Designated Senior Lead for Mental Health/.B trained
- Mrs R Croft- Head of PSHE/.B trained/ DDSL
- Mrs Coats – Qualified Counsellor and coordinator of family working/DDSL
- Mr J Clabbon - CPD lead
- Mrs A Jennings - Lead First Aider

There is a fine line between appropriate responsiveness and inappropriate intrusiveness into the personal lives of students and families. However, all staff must respond to their responsibility to ensure the well-being and welfare of all students. Progress and achievement in school depends on this; early intervention is paramount to success. All referrals will be made through CG, CP initially.

This policy and guidance should be made with close reference to the Safeguarding and Child Protection Policy. If there is a fear that a student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSLs. If the student presents as 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. Where a referral to CAMHS is appropriate, this will be led and managed by a DSL, the SENDCo and/or the Mental Health Lead.

Ownership

The Pupil Mental Health and Well Being and Guidance has been created by staff who have worked closely with students and outside agencies over a number of years and with reference to The Mental Health Standards, June '21, Promoting Children & Young People Emotional Health & Wellbeing' (2021), and 'Transforming children and young people's mental health provision: A Green Paper' (2017)

St Egwin's Church of England Middle School Emotional Health and Wellbeing principles



The 8 identified principles of emotional health and well-being will underpin the approaches used to support the development and integration of wellbeing strategies throughout the school. School policy and curriculum development will be tailored to promote the key aspects of improving wellbeing. It will focus on creating a physically, emotionally and socially rich environment where relationships can thrive and pupils will feel secure.

Measuring Mental well-being at St Egwin's Church of England Middle School (Pupil Identification)

We will use a variety of recognised packages including Bounce Together survey software, to disseminate the Stirling Children's Well Being Test to measure well-being for the following purposes:

- **Snapshot:** to provide a survey snapshot of student mental wellbeing to inform planning evidence for whole-school practice
- **Identification:** to identify individual students who might benefit from early support to facilitate swifter access to the right specialist support
- **Evaluation:** to consider the impact of early support and targeted, tiered interventions.

The tools will be used in a number of contexts. The reasons as to why the pupils are being asked to complete the wellbeing survey/measure and what difference it will make will be shared with them.

The data will be collected and stored securely in school and will only be kept for the time the student is attending St Egwin's Church of England Middle School. Only key staff will have access to the data but some data will be shared with staff to inform their planning / support for pupils.

Please follow this link for further general information about well-being instruments and their value

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

Mental Health in the curriculum

Aspects of wellbeing will be delivered through a range of subjects in school

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 PSHE and RSE curriculum. The specific content of lessons will be determined by the PHSCE Co-ordinator Mrs R Croft.

Aspects of mental health will also be delivered through Form Time

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school is outlined in Appendix A. Please see the links to supporting organisations in the appendix of this policy.

Warning Signs

School 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 communicate their concerns to the appropriate person through CPOMS.

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. St Egwin's Middle Schools' normal safeguarding protocols should be followed if a disclosure is made.

Individual Care Plans

In the case of some pupils we may need to create an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This will be drawn up involving the pupil, the parents and relevant health professionals. This may include but not exclusively:

- 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

Working with Parents and Carers

Where it is deemed necessary to inform parents, we need to be sensitive in our approach. Before disclosing to parents and carers, 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 student, other members of staff.
- What are the aims of the meeting?

We should always highlight further sources of information if possible. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums. We should ensure that the parents are aware that we are happy to work in partnership with them.

Working with All Parents and Carers

In order to support all parents and carers we will:

- Highlight sources of information and support relative to common mental health issues on our school website
- Ensure that all parents and carers are aware of who to talk to, and how to go 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
- Keep parents informed about mental health and wellbeing topics

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.

Training

We will endeavour to provide staff training about recognising and responding to mental health issues.

We may use a virtual learning environment for staff who wish to learn more about mental health like the MindEd learning portal2 www.minded.org.uk

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD may be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

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.

Supporting teachers

We will signpost teachers to mental health support organisations to help with their mental health and wellbeing, as this is intrinsic to the wellbeing, success of students and the creation of a positive school environment. The issue of workload is addressed in a separate policy. (See Staff Workload Policy V1.0 June '22)



<https://www.educationsupport.org.uk/>

An organisation that has been supporting teachers and educational staff wellbeing for over 145 years. They also offer free counselling.



<https://www.qwell.io/>

Free, safe and anonymous mental wellbeing support for adults across the UK

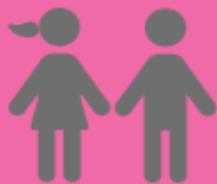
A comprehensive list of support mechanisms provided for teachers by SLT can be found in our Staff Well-Being Policy.

On occasion, staff will be asked to provide a 'snap shot' of their mental health and well-being status via an online survey. The purpose of this survey will always be to improve working conditions and the overall state of staff well-being where possible. Such surveys are encouraged, though never mandatory to complete and will always be totally anonymous. The results of such surveys will never be shared outside of the organisation of St. Egwin's Middle School.

Appendix A:

Further information and sources of support about common mental health issues Prevalence of Mental Health and Emotional Wellbeing Issues

Why children's mental health is important



1 IN 10

children and young people experience a mental health issue at any one time

IN THE PAST YEAR ALMOST

20,000

young people contacted Childline with suicidal thoughts – that's more than double the number five years ago

In an average group of 30 15-year-olds:

10

Ten are likely to have watched their parents separate

6

Six may be self-harming

7

Seven are likely to have been bullied

1

One could have experienced the death of a parent



Public Health England, 2015

Mental health and emotional issues often develop during adolescence. Half of young adults with mental health issues have symptoms by the age of 15, and nearly 75% by their late teens. For those aged 5-19 years, suicide is the second most common cause of death (ONS, 2015).

Social media peer pressure, bullying, family units breaking down and an increased number of children in the care system have all been suggested as contributing factors to the rise in mental health issues in younger people. Many of these issues affecting mental wellbeing are multiple and often remain undetected and untreated unless agencies such as schools take an active role (Partnership for Wellbeing and Mental Health in Schools, 2015).

Despite the focus in recent years, some young people still do not get the support and care they need. This can happen because there is a stigma associated with mental ill health. Young people may be reluctant to seek professional help or discuss mental health with friends and family because of their concerns about what others will think.

Young people may lack the insight to realise that they need help or that help is available. Some mental health issues can cloud clear thinking and decision making. A young person experiencing such issues may not realise that they need help, that effective help is available, or may be so distressed that they are unable to think clearly about what they should do.

GPs, counsellors, psychologists, psychiatrists and other professionals can all help young people experiencing mental health issues. However, just as with accidents and

other medical emergencies, such assistance is not always immediately available when an issue first arises.

This is when key figures in the young person's life, such as parents, teachers, tutors, carers, and youth workers, can offer aid and guide them towards the appropriate professional support.

Although once seen as an optional extra, it has become clear that work in schools to promote mental health and wellbeing is central to overall effectiveness and should be prioritised. Recent evidence from Public Health England confirms that:

- Children with greater wellbeing and lower levels of mental health issues achieve higher grades, better examination results, better attendance, and drop out less frequently
- Academic achievement is more accurately predicted by social and emotional skills than by IQ
- The quality of PSHE (personal, social, health and economic education) in a school is strongly correlated with the school's overall effectiveness

As mental health becomes an increasingly recognised concern, the most recent Ofsted inspection framework includes a new judgement on "personal development, behaviour and welfare". Section 6.9.2 states that inspectors will be "looking to see that learners are knowledgeable about how to keep themselves healthy, both emotionally and physically".

What is Self-Harm?

Self-Harm describes a wide range of behaviours that people use to cope with difficult feelings and distressing life experiences. Some people have described self-harm as a way to express suicidal feelings and thoughts without taking their own life.

Examples (not exhaustive)

- Cutting
- Burning
- Severe scratching
- Biting
- Scalding
- Pulling out hair
- Picking at skin or re-opening wounds

It is estimated that 1 in 15 young people in the UK have deliberately self-harmed at some point and the most common age is between 11-25. Young people who have self-harmed have said they do it for a distraction, as self-punishment, as a way to symbolically cleanse themselves and to gain control, as a way to communicate without words, as a release of tension or as a form of comfort, to make themselves unattractive, to make them feel real or alive and because they may see it as a ritual or rite of passage into a group.

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

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

Books

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

What is an Eating disorder?

While on the surface disordered eating appears to be all about food and weight it is often the outward expression of emotional problems. Eating disorders include but are not exclusive to Anorexia Nervosa, Bulimia Nervosa, and Binge -Eating Disorder. Disordered eating affects the physical and emotional well-being of an individual and also leads to changes in behaviour. Very often masked by the eating disorder there is usually an underlying reason this can be a coping mechanism and this is a way of gaining control.

Young people may display the following behaviours

- Loss of concentration
- Skipping meals
- Disappearing to the toilet after meals
- Pre-occupation with body Image, dieting.
- Excessive exercise
- Secretive behaviour
- Becoming irritable and withdrawing from social activities particularly those involving food.

Anxiety

Some people will experience levels of anxiety from time to time. Most people can relate to feeling tense, uncertain fearful for example before an exam. These in turn can lead to sleep, problems, loss of appetite and ability to concentrate. This kind of anxiety can be useful because it makes you more alert and enhance performance. However, if anxiety overwhelms a person they may not be able to deal with daily activities. If the anxiety stays as a high level the person may feel powerless, out of control and sometimes this can lead to a panic attack.

Examples: (not Exhaustive)

- Phobias
- Obsessive Compulsive disorder
- Generalised Anxiety disorder, (GAD)
- Post -traumatic stress disorder, (PTSD)
- Panic Disorder

Online support

Anxiety UK: www.anxietyuk.org.uk

Kooth: <https://www.kooth.com/>

Books

Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

Depression

In its mildest form depression can be being in low spirits, it doesn't stop you leading a normal life not makes things harder to do and seem less worthwhile. At its most severe (Clinical Depression) can be life threatening. Some young people need medication to alleviate their symptoms.

Online support

Depression Alliance: www.depressionalliance.org

Books

Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support

OCD UK: www.ocduk.org/ocd

Books

Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide without giving any warning of their intentions.

Online support

Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/

Books

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

See our Early Help Offer on the School website for other ways we support mental health and wellbeing in school.

Local Support:



<https://www.hacw.nhs.uk/reach4wellbeing>



<https://springfieldmind.org.uk/>