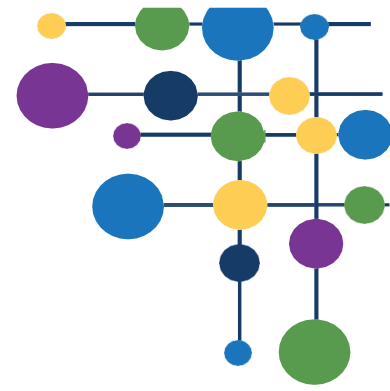


# STUDENT MENTAL HEALTH & WELLBEING POLICY & PROCEDURE - PRIMARY

Version	1.0
Name of policy writer	George Lane & Kelly Starkey
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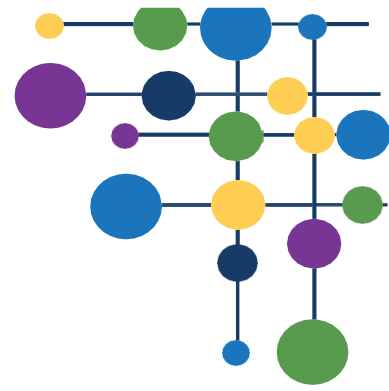
### **Section 1 - Guiding Principles, Introduction and Link to Policies**

Academies have a central role to play in enabling students to be resilient and to support good mental health and wellbeing. The World Health Organisation's definition of mental health and wellbeing is that it 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".

SHARE MAT believes in 'Valuing People, Supporting Personal Best'. Caring for the mental health of the people who make up our community is a vital part of achieving this overarching aim.

SHARE MAT academies aim to promote positive mental health and wellbeing for their whole school community (students, staff, and families), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. At SHARE MAT, we recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children experience emotional difficulties during their time in school and some face





significant life events, which can have a short or sometimes long term impact on their mental health. One in ten young people between the ages of five and sixteen will have an identifiable mental health issue at any one time. By the time they reach university age this figure is as high as one in six. Around 75% of mental health disorders are diagnosed in adolescence.

The Department for Education (DfE) recognises that: “in order to help their children succeed; academies have a role to play in supporting them to be resilient and mentally healthy”. At SHARE MAT our role is to help children manage times of change and stress, and that they are supported to reach their potential or access help when they need it, enabling them to achieve their personal best. We also have a role to help children learn about what they can do to maintain positive mental health; what affects their mental health; how they can help reduce the stigma surrounding mental health issues; and where they can go if they need help and support. A significant factor that can impact on a student’s mental health is their ability to deal with pressure and reduce the impact that stress has on their lives through developing emotional resilience. Resilience is a person’s ability to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing; supporting students to create their own bank of strategies to deal with situations that arise within daily life is a key function and remit of SHARE MAT pastoral teams.

It is important for staff to be alert to signs that a pupil might be suffering from mental health issues. Mental health issues come in many forms and manifest themselves in a wide range of ways including:

- Resilience, self-esteem and confidence worries;
- Stress, anxiety and depression;
- Eating disorders;
- Self-harm;
- Suicidal ideation.

As part of SHARE MAT’S commitment to support the wellbeing and mental health of all pupils, this policy and school-based practice is based on ‘The Eight Principles to promoting a whole school and college approach to emotional health and wellbeing’, (Public Health England, 2015).



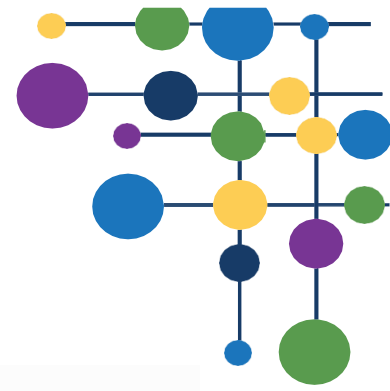


Fig 1 - 'Eight Principles to promoting a whole school and college approach to emotional health and wellbeing', (PHE, 2015)

## Section 2 - Statement of Intent, Approach to Mental Health & Wellbeing, and Mental Health & Safeguarding

Early intervention to identify issues and provide effective support is crucial. SHARE MAT has a role in supporting and promoting mental health and wellbeing. There are four main waves of intervention that would be worked through, but in more serious situations, intervention may be at a higher level in the first instance. It can be summarised as:

- 1. Prevention:** creating a safe and calm environment where mental health problems are less likely; improving the mental health and wellbeing of the whole school population; and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This wave of intervention can also be called the 'universal/core offer' and would be appropriate for all students, staff and families to engage with. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and the wider whole school ethos; upskilling families through school guidance/talks; signposting



families to external agency workshops and courses; implementing a curriculum for staff to follow which promotes a culture of prevention and self-care.

- 2. Identification:** recognising emerging issues as early and accurately as possible, this could be through a safeguarding concern being reported by the child, a friend, a member of staff or a family member or noticing a change in behaviour/other concerns raised around attendance, punctuality, behaviour etc. Discussions with families, teaching staff and SEND/Pastoral teams would take place to determine the level of mental health need and whether the pupil requires intervention beyond the 'universal/core offer' of support.

Our academy will utilise the Mental Health First Aid (MHFA) ALGEE framework to support with crisis situations and to inform support process:

A - Approach, assess and assist the young person.

L - Listen and communicate non-judgementally.

G - Give support and information.

E - Encourage appropriate professional support.

E - Encourage other supports.

- 3. Early support:** helping pupils to access evidence based early support and interventions. This could be through:

- In school emotional and wellbeing (EWB) support from a mental health first aider/pastoral staff member, through a group or 1:1 series of sessions;
- School nurse referral or input in a commissioned workshop/1:1;
- Discussion with family and friends about how they can support the student;
- Suggesting a GP appointment to discuss other health and wellbeing factors that are contributing towards requiring extra support in managing the student's mental health.

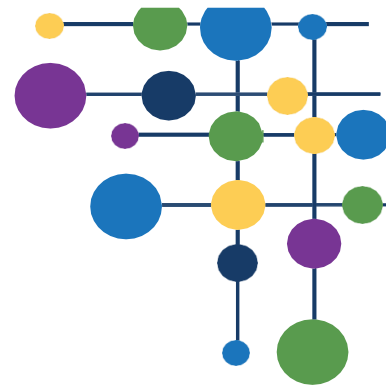
- 4. Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment. This could be through an escalation due to limited impact from previous 3 waves of intervention or in reaction to a crisis/disclosure which would put the student at risk of significant harm to themselves or others.

## Section 3 – Implementation and Support Mechanisms in Academies and Externally

Throughout all SHARE MAT academies there will be a strong ethos and culture around promoting positive mental health and wellbeing amongst pupils and staff. This could be seen through up to date displays and posters around the topic of mental health and wellbeing and through students being encouraged to reflect on their own thought processes and self-help strategies during form time activities; skills for life lessons; assemblies and wellbeing events in school.

Should a pupil have a concern about their own or a friend's mental health and/or wellbeing they will be encouraged to seek support by:

- Talking to a trusted friend, family member or adult about how they are feeling;
- Identifying the main worries or problems they are facing and consider how to effectively manage those feelings;
- Seek support from staff in school where this is needed. In the first instance this support and guidance could come from their class teacher, or Learning Mentor/Pastoral Team - this will most likely be a member of staff who they are comfortable talking to;



- Access universal online support through websites such as [www.youngminds.org.uk](http://www.youngminds.org.uk) or text help numbers Young Minds Crisis Messenger (Text YM to 85258).

To make sure pupils receive the support they need, academy leaders will:

- Help class teachers and associate staff to understand their role under their safeguarding responsibilities as they might need to seek support from the pastoral team/log a safeguarding concern if they are worried about a pupils wellbeing;
- Ensure emotional wellbeing guidance and further information is widely available, shared in assemblies, PHSCE .

Throughout SHARE MAT, Mental Health and Wellbeing is a whole school priority area for all staff, pupils and families. Pupils are consulted on curriculum, pastoral mechanisms and wider school structures through regular student voice to ensure that every day worries and issues that can impact on a young person's wellbeing are managed effectively, proportionately and in an appropriate time frame. SHARE MAT academies are able to determine how they initiate student voice on this area, with some academies creating Peer Mentors, Anti-Bullying' Ambassadors and School Council members.

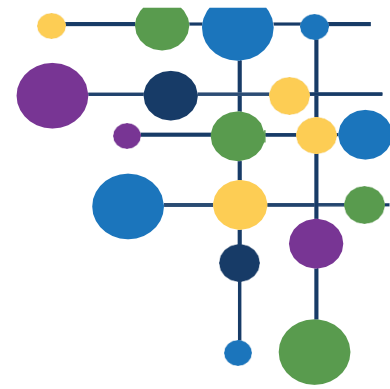
It is vital that parents and families are also helped by the academy and local authority to enable them to support their children's wellbeing and mental health. It is common to find that the anxieties and worries that parents have influence a young person's own mental health and so it is important the families have the knowledge to implement self-help/self-care and other strategies to manage a range of natural emotions before they become a more significant cause for concern.

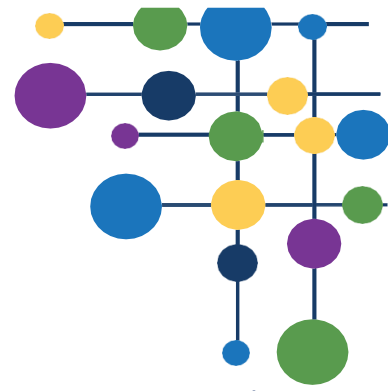
SHARE MAT work with partners in the local authority, across the trust and feeder schools, and follows national guidance to give parents access to training, workshops and support with managing their child's emotions in what is a naturally turbulent period in a young person's brain and physical development. The family plays a key role in influencing children and young people's emotional health and wellbeing. There is strong evidence that "well implemented universal and targeted interventions supporting parenting and family life that offer a combination of emotional, parenting and practical life circumstances have the potential to yield social" and mental health benefits for young people (PHE, 2015). As more emphasis is put on raising the profile of mental health and wellbeing, SHARE MAT academies have rigorous triage systems to ensure that the right support at the right time is offered to students and families and that the system is not overwhelmed with concerns that can be addressed at the 'Prevention' wave of intervention.

## Section 4 - Staff Training and Supervision

All staff at SHARE MAT are supported to be confident in their knowledge of mental health and wellbeing so they can promote and model through their teaching, work life balance and the curriculum plan. The report of the Children and Young People's Mental Health and Wellbeing Taskforce recommends that staff working with children and young people in universal settings, including schools, should "receive training in children and young people's development and behaviours but should not be expected to replace specialist services." (PHE, 2015) Some members of SHARE MAT school pastoral teams or wider staff body may be trained mental health first aiders who support and train the wider staff body to be able to identify mental health needs early in children and know what to do and where to get help. Annually, through safeguarding and wider training, all staff are given information about mental health and wellbeing in students and are given the opportunity to ask questions and seek support.

Staff are reminded regularly to treat mental health and wellbeing issues seriously and report concerns immediately to the most relevant staff member who can support the student, if it is not the identifying staff member themselves. Staff who deal with issues of mental health and wellbeing will also be offered





adequate and regular supervision opportunities to ensure any impact it has had on them as a professional are addressed and to ensure that the right services and agencies have been considered in regards to the support offered to the student. SHARE MAT school Emotional Wellbeing Leads from the senior leadership team (or their nominated representative) will network with other professionals across the local authority by taking part in local networks and training. Some academies are involved in: Northorpe Hall EWB Network; Community Hub EWB Network/Early Support Multi-Agency Panel; or have created their own EBW networks with their feeder schools. By having academy representatives on these networks, it enables SHARE MAT academies to remain up to date with the latest guidance and advice around implementing effectively the Prevention, Identification, Early Support, Specialist Support Waves of Intervention.

## Section 5 - Mental Health and Impact on Behaviour & School Exclusions

Pupils with mental health needs require urgent support from early years education through to 6<sup>th</sup> form college education to avoid exclusion.

New research has concluded that a “swift response is needed, finding that young people with mental health difficulties were more likely to be excluded and also suffer ill-effects from exclusion and there are gender differences in the relationship between mental health and exclusion. Boys who entered school with poor mental health are at high risk of exclusion in primary school, which prompt assessment and intervention may prevent. Girls who were excluded in their final year of school experienced deteriorating mental health difficulties afterwards. Teenage boys excluded at this time demonstrated worse mental health than their peers, but did not seem to struggle more afterwards. Both boys and girls who were excluded between the ages of 15 and 16 years may have poor, and in the case of girls, deteriorating, mental health.” (ACAMH, 2020)

As part of SHARE MAT’s commitment to supporting all students to achieve their personal best, as part of its behaviour policy, it is imperative that a child’s mental health and wellbeing needs are being met if there are behaviours being exhibited which are causing disruption in lesson or around school.

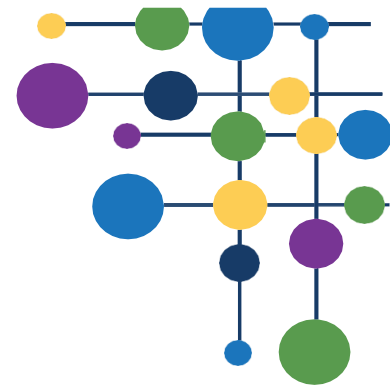
Mental health needs will always be considered when deciding on whether to exclude a child and in any subsequent re-integration plan.

## Section 6 - Mental Health and Impact for Pupils with a Special Educational Need or Disability (SEND)

In the Special Educational Need or Disability (SEND) Code of Practice (2015) it states that, “Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

The SEND Code of Practice no longer includes ‘behaviour’ as part of this category of need. The reasoning is that a child’s behaviour is perceived as a communication about the child’s state of mind and may be caused by a variety of factors such as: anxiety, sensory overload, trauma. Under the Equality Act (2010) it legislates that schools should make reasonable adjustments to avoid children with disabilities being disadvantaged, including providing extra support, aids and services and not directly or indirectly discriminate against, harass or victimise children with disabilities through school practice. At SHARE MAT, we know that it is important a student’s SEND need is understood and this forms part of a





wider understanding of that individual student’s Social, Emotional and Mental Health (SEMH) needs to avoid discriminating a student with a SEND need from accessing appropriate mental health and wellbeing support.

## Section 7 - Types of Support for Mental Health & Wellbeing

Below are various routes to support that SHARE MAT students may be able to access; some academies will have additional or amended versions of these support mechanisms in place that are appropriate to their specific context and the need of their students.

In school support	External support
<p>Staff guidance and support – daily check in for pupils with a dedicated member of staff. Concerns are raised as safeguarding concern with the pastoral team.</p> <p>Events/initiatives to share key information and resources.</p> <p>Student Leadership – Peer Mentors, Anti-bullying Ambassadors, School council who support peers and lead the development of wider school initiatives and events.</p> <p>Safe spaces for pupils in classrooms.</p> <p><b>Pastoral Support</b> Cluster pastoral manager, Learning Mentor, 1:1s, parental contact, referral to other agencies Emotional wellbeing interventions (1:1 or small group) e.g. Think good, feel good (Self esteem &amp; confidence); Emotional Wellbeing Support Groups; Stress and Anxiety Support Groups; Exam Stress and Support Groups</p>	<p><b>Low Need/some need</b></p> <p>School Nurse/CHEWS/CAMHS Referral <a href="https://www.thrivingkirklees.org.uk/">https://www.thrivingkirklees.org.uk/</a></p> <p>Commissioned School Nurse Time or other EWB worker (In school/external) (1:1 emotional wellbeing support, group sessions etc)</p> <p><b>Highest Need</b> Signpost student/family to GP for support Specialist CAHMS referral for child/crisis team involvement Emergency A &amp; E appointment for significant concern around mental health and the wellbeing of the student (substantial self-harm/Suicidal thoughts)</p>

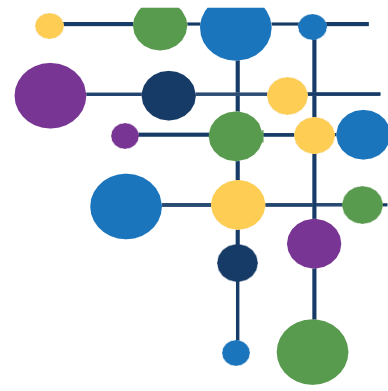
## Section 8 - Working with the Local Authority and External Agencies

Should a child need more intensive support from an external agency, a conversation should be held with the child’s parent/carer in order to discuss the cause for concern and the intended plan for external support. Due to the often high level nature of these emotional wellbeing and mental health concerns, they should be recorded in full on the academy safeguarding monitoring system, including when conversations have been had with the child’s parents, external agencies and to note down what interventions/guidance has been given.

For a more urgent and high need concern (self-harm, suicidal intentions, risk to the child or others), a discussion could be had with a duty worker from CAHMS/CHEWS by contacting Thriving Kirklees on 0300 304 5555 and should there be a more urgent concern that requires immediate advice, then academy staff should ask to speak with the safeguarding duty worker to discuss the concern. If there is a risk that the student could come into harm or has expressed suicidal intentions, then parents should be advised to take their child to A & E for an urgent assessment and the child should not be allowed to







be on their own. Should a parent/carer not be able or willing to support seeking further help for their child, then in line with the SHARE MAT Safeguarding & Child Protection Policy, if a child is at risk of coming into significant harm (either themselves or others) and a parent hasn't got the capacity or ability to keep them safe, then a conversation with the school's Designated Safeguarding Lead (or nominated Safeguarding staff) and a referral should be put through to Children's Social Care (Duty and Advice) on 01484 414960.

For concerns that require external agency support but is not where a child is at risk of significant harm, a member of staff will meet the child to discuss the nature of their concerns and what they are struggling with. This could be with a school pastoral leader or emotional wellbeing/mental health first aider and the professional would advise the child about self-help/care strategies and online/phone based support services that are on offer for all young people to access. Should further external agency support be required, the staff member should record on the academy's safeguarding monitoring system a log of the conversation and the agencies that are being consulted/referred to. Referrals are able to be put in to the following external agencies:

School Nurse Service/Thriving Kirklees/0-19 practitioners <https://www.thrivingkirklees.org.uk/> or 0300 304 5555

Early Support/Family Services (for parenting, family support etc)  
Speak with local casework consultant – Zoe Gledall

Complete an Early Support Assessment or Referral to the Multi Agency Panel – for wider parenting or family support (which could be linked to a child or parent's mental health needs) <https://www.kirkleessafeguardingchildren.co.uk/safeguarding-2/safeguarding-processes-and-systems/early-support/>

For training needs or for more general advice, SHARE MAT academies can seek advice and support from their local community hub co-ordinators; emotional wellbeing network through Northorpe Hall; or other EWB leads across trust academies.

## Section 9 - Reviewing Impact

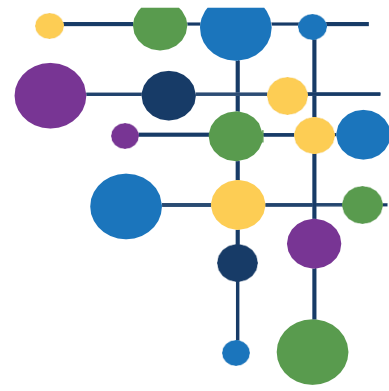
The policy will be reviewed every year to assess its implementation and impact. Individual academies should include targets for measuring and improving the mental health of staff and/or students. The policy will be promoted and implemented throughout the academy and can be seen in all aspects of school life from curriculum planning to pastoral support. Students will be involved in reviewing the impact of this policy and the wider school Mental Health and Wellbeing provision through the work of the Student Leadership Team/Student Voice. Parents and the wider community will be able to contribute feedback to this policy through events and by feeding back to individual form tutors/student managers. The policy is directly linked to and should be implemented in conjunction with:

- SHARE MAT Safeguarding and Child Protection Policy & Procedure (Sept 2020)
- Keeping Children Safe in Education (Department for Education, Sept 2020)
- Mental health and behaviour in schools (Department for Education, Nov 2018)
- Promoting children and young people's emotional health and wellbeing (Public Health England, March 2015)

### Board of Directors

As the responsible body for the trust, Non-Executive Directors will review this policy. They will also receive reports about academies' plans for raising awareness of mental health issues and for helping pupils maintain good levels of mental health.





The nominated Director for Mental Health and Wellbeing is **Professor Jonathan Glazzard**.

### Nominated school leads

The staff who are responsible for leading Student Mental Health and Wellbeing in this academy are: Andrew Quinn & Kelly Starkey

Named School Governor for Mental Health and Wellbeing (Safeguarding) – Joanne Simpson

In addition, the following staff support the EWB needs of students:

- Pastoral Office – Allison Williamson
- Form tutors/subject teachers/other school staff (under all staff safeguarding responsibilities)

All staff have a responsibility to support student mental health and wellbeing and are to refer to Kelly Starkey via the 'Incident' form on CPOMS should they have any concerns about a student (in line with our Safeguarding and Child Protection Policy & Procedure).

## Section 10 - Links to Further Advice and Appendix

### Mental Health and Behaviour in Schools (2018)

[www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

### Promoting children and young people's emotional health and wellbeing (2015)

[www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWB\\_draft\\_20\\_03\\_15.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf)

### SEND Code of Practice (2015)

[www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Child and adolescent mental health trajectories in relation to exclusion from school from the Avon Longitudinal Study of Parents and Children – ACAMH (2020)  
[www.acamh.onlinelibrary.wiley.com/doi/full/10.1111/camh.12367](http://www.acamh.onlinelibrary.wiley.com/doi/full/10.1111/camh.12367)

### For Kirklees based support:

<https://www.thrivingkirklees.org.uk/> School Nurse Support

<https://www.northorpehall.co.uk/> Northorpe Hall Mental Health Support

<https://www.thrivingkirklees.org.uk/childrens-emotional-wellbeing-chews/> Children's Emotional Wellbeing Support (CHEWS)

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mentalhealth-services-camhs/> Child and Adolescent Mental Health Service (CAMHS)

<https://www.changegrowlive.org/the-base-kirklees/info> - BASE Drug and Alcohol Support Service

### For support on specific mental health needs:

[www.anxietyuk.org.uk](http://www.anxietyuk.org.uk) Anxiety UK [www.ocduk.org](http://www.ocduk.org) OCD UK

[www.depressoinalliance.org](http://www.depressoinalliance.org) Depression Alliance [www.b-eat.co.uk](http://www.b-eat.co.uk) and

[www.inourhands.com](http://www.inourhands.com) Eating Disorders [www.nshn.co.uk](http://www.nshn.co.uk) and [www.selfharm.co.uk](http://www.selfharm.co.uk)

National Self-Harm Network [www.papyrus-uk.org](http://www.papyrus-uk.org) Suicidal thoughts Prevention of young suicide UK – PAPYRUS:

### For general information and support:

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing [www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems



[www.kooth.com](http://www.kooth.com) young people's online emotional wellbeing support and counselling  
[www.minded.org.uk](http://www.minded.org.uk) (e-learning)  
[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health  
[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

