Holly Lodge High School

College of Science

Social, Emotional and Mental Health Policy

Date Adopted: _____

To be reviewed: _____

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Signed by Governors:

_____

Signed by Head Teacher:

Holly Lodge High School

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Mental health refers to a person's overall emotional, psychological, and social well-being. It affects how individuals think, feel, and behave, as well as their ability to cope with stress, handle relationships, and make decisions. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

We all have mental health, just as we all have physical health. Being mentally healthy means that we feel good about ourselves, make and keep positive relationships with others and can feel and manage the full range of emotions. These can range from happiness excitement and curiosity through less comfortable feelings such as anger, fear or sadness. Good mental health allows us to cope with life's ups and downs, to feel in control of our lives and ask for help from others when we need support.

Wellbeing refers to a state of being healthy, happy, and comfortable, both physically and mentally. It encompasses a sense of contentment and satisfaction with your life, and a positive outlook on your personal and professional experiences. It is influenced by a range of factors, including physical health, social relationships, work-life balance, and personal values and beliefs. Maintaining and improving your 'state of wellness' is important for overall health and happiness.

In 2004, approximately 1 in 10 young people were reported to have mental health difficulties. This proportion increased to 1 in 8 by 2017 and further increased to 1 in 6 by 2021.

Research tells us that most people (up to 83%) will experience a mental health difficulty at some point during their lives.

Approximately 1 in 12 children with a probable mental health disorder had parents who decided not to seek help for a concern regarding their child's mental health.

<ins>Mental Health Vision Statement</ins>

At Holly Lodge we aim to nurture positive mental health and wellbeing for every member of our staff and student body. We believe that a two-tiered system of whole-school approaches alongside specialised, targeted interventions individuals is best practice, and we continually look to research and best practice in the sector to inform our ongoing approaches.

We recognise that every member of the school community has mental health which needs care, and that our policies, physical environment and everyday practice can influence mental health. We are aware of our responsibilities in both proactive and reactive mental health care: we are positively educating and nurturing our students as part of supporting their positive mental health; we also have a responsibility to be aware of the signs of poor mental health, to look out for these signs and report them, and to respond both in-house and in collaboration with external agencies when students present poor mental health.

1. **Scope**

   1.1. This document outlines the schools approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including associate staff and governors as well as parents/carers.

   1.2. When a student's mental health and well-being overlap with or relate to a specific condition, please read this policy in conjunction with our safeguarding and behaviour policies. If a student has a recognised special educational need, please refer to the SEND policy.

   1.3. This policy aims to

   - To help support students and staff with their wellbeing and mental health
   - Provide a supportive work environment for all staff and students
   - Increase understanding and awareness of common mental health issues.
   - Alert staff to early warning signs of mental health.
   - Have procedure in place when mental health first aid is required.
   - Promote a safe and stable environment for students affected both directly and indirectly by mental ill health.
   - Allow staff to balance their working lives with their personal needs and responsibilities

2. **Lead members of staff**

   2.1. Although all staff members are responsible for promoting students' mental health, certain individuals within our school have a more specific role

   - Mr. Imran Iqbal – Head Teacher
   - Mrs Debbie Southall – Deputy Head/Designated Safeguarding Lead
   - Ms Z Evans – SENCo
   - Miss M Stanley – Inclusion Officer - Mental Health Lead (SEMH)
   - Miss C Williams – First Aid/Health and wellbeing Co-coordinator
   - Mrs Elaine Hill - School Counsellor

   2.2. Designated Safeguarding Lead (DSLs)

   - Mrs Suki Mann (Safeguarding and Welfare Manager)
   - Mr. Kevin Burns (Assistant head teacher of Behaviour and Standards)
   - Miss K Dunn (Assistant head teacher/ Director of Key Stage 5)

2.3. Safeguarding Governor

- ▪ Mr. P Wright

2.4. Holly Lodge High School promotes the mental and physical health of all our staff and pupils, the health and wellbeing of our pupils is important and is promoted in;

- PD Mornings
- School Nurse sessions
- Mentoring sessions
- SEN department
- SEMH Support
- School counsellor
- External stakeholders

2.5. Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance who is Miss M Stanley. I

2.6. f there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral on 'my concern' to the designate Safeguarding lead, Mrs D Southall and Mrs S Mann.

2.7. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting the emergency services if necessary.

2.8. Where a referral to CAMHS is appropriate, this will be led and managed by the Mental Health lead, Designated Safeguarding Lead, Behaviour Lead or the SENCo.

3. **Role of all staff**

3.1. All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Take part in training opportunities that promote their wellbeing

3.2 Role of line managers In relation to staff wellbeing

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern

- Provide a non-judgemental and confidential support system to their staff

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies

- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance

- Make sure new staff are properly and thoroughly inducted and feel able to ask for help

- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures

- Promote information about, and access to, external support services

- Help to arrange personal and professional development training where appropriate

- Keep in touch with staff if they're absent for long periods

- Monitor staff sickness absence, and have support meetings with them if any patterns emerge

3.3 Role of senior staff

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours

- Manage a non-judgemental and confidential support system for staff

- Monitor the wellbeing of staff through regular surveys and structured conversations

- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring

- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made

- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives

- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school

- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders

- Make sure that the efforts and successes of staff are recognised and celebrated

- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload

- Provide resources to promote staff wellbeing, such as training opportunities

- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support

- Organise extra support during times of stress, such as Ofsted inspections

4. **Recognising warning signs**

4.1. School staff may become aware of warning signs which indicate that's a person 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 with the mental health lead.

4.2. **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 secretively
- Lateness to or absence from school
- Repeated physical pain or nausea

4.3. **Reporting a mental health concern (See appendix A)**

- Classcharts procedure to follow, after investigating will be triaged to provide support for students
- Reporting any concerns on My Concern. (Safeguarding)
- For staff report to HR who will follow correct procedures.

5. Signposting

5.1. If a pupil is identified as having a mental health need, the mental health Lead will take a graduated and case-by-case approach to assessing the support our school can provide.

5.2. When assessing the problem, the following will be considered:
- The duration of the changes
- The severity
- The impact
- The complexity
- The context

5.3. Our school will offer support in cycles of:
- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

5.4 For staff
- Sandwell Council employee support to access to free confidential help & advice available to employees all day, every day.
- Education Support Trust 08000 562 561

5.4. Internal mental health interventions

Where appropriate, **a pupil** will be offered support that is tailored to their needs, the support offered at our school includes:
- Nurture groups
- Reduced timetable
- Time-out pass
- Pastoral intervention

- SEMH intervention

- Counselling

6. Supporting parents

6.1 Prior to sharing information with parents, it's essential to evaluate the following questions on an individual basis:

- Is it possible for the meeting to take place in person? This is the preferred option.

- Where the most suitable location for the meeting is: at the school, at the student's home?

- Who should attend meeting?

- What are the intended objectives of the meeting?

6.2 Wherever possible, we should point out additional sources of information and provide leaflets for takeaways. Sharing additional resources for help, such as parent helplines and forums, can also be beneficial. Review **appendix B**

6.3 Parents should always be contacted again after disclosures have been discussed so they can ask any remaining questions. We should also encourage them to schedule a follow-up meeting or phone call. A brief summary of each meeting should always be kept on the child's confidential record, and each one should conclude with agreed-upon next steps.

7. Supporting Peers

7.1 Friends of students who are experiencing mental health problems may find it challenging. Friends frequently want to help but are unsure how. Friends may pick up unhealthy coping mechanisms from one another when it comes to eating disorders or self-harm. We will evaluate each friend's potential need for additional support on a case-by-case basis in order to keep peers safe. Support will be given in a one-on-one or group setting, depending on the needs of the struggling student and their parents.

7.2 Furthermore, we will emphasise:

- Where and how to get support for themselves

- Healthy ways to deal with any negative emotions they may be experiencing.

8. Training

8.1. 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.

8.2. 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 it becomes appropriate due developing situations with one or more students.

8.3. 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.

8.4. We 11 have qualified "Mental Health Youth First Aiders," who are committed to fostering wellbeing within the school community. These MHYFAs are present around school, which increases the visibility of student voices and emphasises the importance of wellbeing. Breaking down the stigma around talking about emotions and feelings is one of their responsibilities.

9. Absences relating to mental health and wellbeing

9.1. If a student is absent from school for any length of time the schools attendance policy will be followed. Arrangements will be made to send work home under discussion with medical professionals who are treating the student.

9.2. If the school is concerned that the student is struggling or being in school has an effect on their wellbeing or safety of other students, staff or themselves the Safeguarding Officer can request that the pupil withdrawn from school temporarily until

10. Reintegration to school

10.1 If a pupil should require some time out of school, the school will be fully supportive of this and every step will be taken to ensure a smooth return back into school when the pupil is ready.

10.2 The Mental Health Lead will work alongside the Attendance Officer, Heads of Year, parents and pupils to draw an appropriate care plan.

10.3 The pupil should have some ownership of the care plan so they feel they have control over the situation. The return to school if deemed appropriate will be agreed with parents.

11. Confidentiality

11.1 The issue of confidentiality should be discussed openly with students right away. You should always let the student know that you might not be able to keep what they have shared private if you need to protect their safety and the safety of others. If it becomes necessary for us to share our concerns about a student with someone else, you should have a conversation with the student we are sharing these concerns with about who we will speak to, what we will share with them, and why we need to share it.

11.2 If a student is in danger of harm or has already suffered harm, parents must always be informed without delay

11.3 Before contacting parents if a child gives us cause to suspect underlying child protection concerns, a Designated Safeguarding Lead must be notified immediately in person and the concern must be clearly documented on MY CONCERN.

12, Legislation and guidance

This policy was written with regard to:
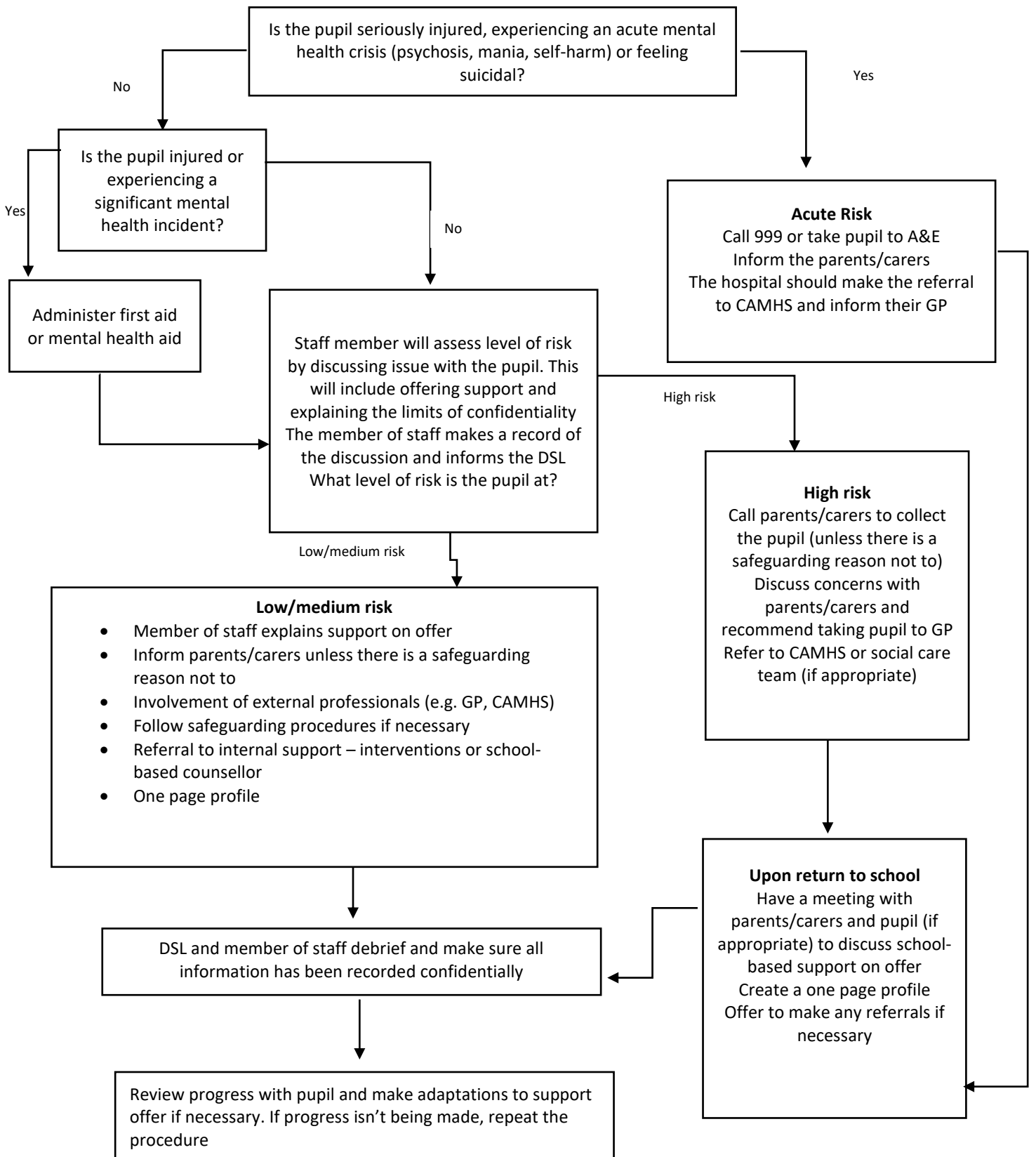
The Equality Act 2010

The Data Protection Act 2018

Articles 3 and 23 of the UN Convention on the Rights of the Child

appropriate actions have been met. The attendance officer will be made aware of any absence taking place.

13. Appendix A

Procedure to follow in a case of acute mental health crisis

Is the pupil seriously injured, experiencing an acute mental health crisis (psychosis, mania, self-harm) or feeling suicidal?

No

Yes

Is the pupil injured or experiencing a significant mental health incident?

Yes

No

Administer first aid or mental health aid

Staff member will assess level of risk by discussing issue with the pupil. This will include offering support and explaining the limits of confidentiality
The member of staff makes a record of the discussion and informs the DSL
What level of risk is the pupil at?

High risk

Low/medium risk

Acute Risk
Call 999 or take pupil to A&E
Inform the parents/carers
The hospital should make the referral to CAMHS and inform their GP

High risk
Call parents/carers to collect the pupil (unless there is a safeguarding reason not to)
Discuss concerns with parents/carers and recommend taking pupil to GP
Refer to CAMHS or social care team (if appropriate)

Low/medium risk
- Member of staff explains support on offer
- Inform parents/carers unless there is a safeguarding reason not to
- Involvement of external professionals (e.g. GP, CAMHS)
- Follow safeguarding procedures if necessary
- Referral to internal support – interventions or school-based counsellor
- One page profile

Upon return to school
Have a meeting with parents/carers and pupil (if appropriate) to discuss school-based support on offer
Create a one page profile
Offer to make any referrals if necessary

DSL and member of staff debrief and make sure all information has been recorded confidentially

Review progress with pupil and make adaptations to support offer if necessary. If progress isn't being made, repeat the procedure

Appendix B

Useful links

Young Minds – http://www.youngminds.org.uk/for_parents Child Line

– http://www.childline.org.uk

NHS – http://nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx Stem4 –

http://stem4.org.uk/

Mental Health Foundation – http://mentalhealth.org.uk/ NSPCC -

https://www.nspcc.org.uk

Kooth – www.kooth.com