

Title and Description	Mental Health and Well-Being Policy
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Approved by	LGB: PDBA Sub-Committee
To be reviewed by	LGB: PDBA Sub-Committee
Responsibility	Director of Safeguarding
Review period	Annually
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Mental Health and Well-Being Policy

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1. Policy Statement

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2. Scope

2.1 This policy is intended to:

Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school

Inform students and parents/carers about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Behaviour policy
- Attendance Policy
- Anti-bullying policy
- Child Protection & Safeguarding policy

3. Policy Aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where students feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways students achieve at our school, both inside and outside the classroom
- Allow students to participate in forming our approach to mental health by promoting student voice
- Give students the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with students with mental health issues
- Provide support and access to resources to students experiencing mental ill health alongside their peers their families and the staff who work with them

4. Legal Basis

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](#)

5. Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a student's mental health or wellbeing, they should inform the Safeguarding Team immediately – and/or Director of Safeguarding. Our Emotional Well-Being Worker must also be contacted for any students who are presenting as being in crisis with their mental health.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Director of Safeguarding

Emotional Well- Being Worker

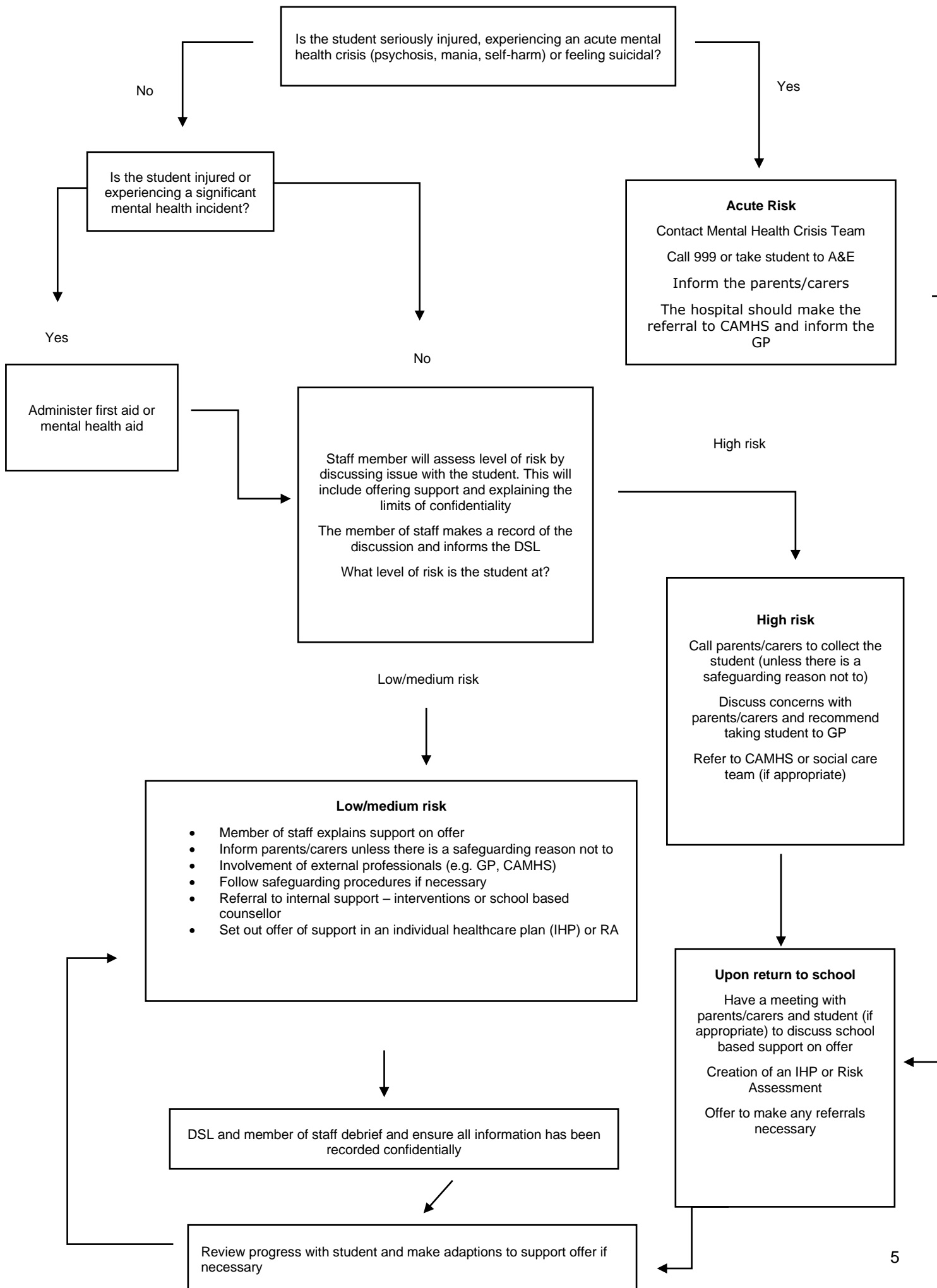
Year Teams – Pastoral Managers and Heads of Year

All members of the Safeguarding Team

Special educational needs coordinator (SENCO)

Mental Health Champions Team Members

6. Procedure to follow in a case of acute mental health crisis



7. Warning signs

All staff will be vigilant and be able to identify signs that a student's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

All concerns will be logged on CPOMS and year teams made aware. Staff will also monitor data where necessary, such as Class Charts to identify any significant changes in a student's attendance and behaviour.

8. Managing disclosures

If students make a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the student's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's child protection and safeguarding policy and pass on all concerns to the Director of Safeguarding, year teams or Emotional Well-Being Worker. All disclosures are recorded and stored in the student's confidential CPOMS records.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the student(s) involved and add linked students
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

9. Confidentiality

Staff should not promise a student that they will keep a disclosure secret; instead they will be honest about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a student's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the student will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the student in question

Staff should always share disclosures with at least one appropriate colleague – mainly members of the safeguarding team. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the student to share their information, but the safety of the student comes first.

Parents/carers will be informed unless there is a safeguarding concern. In this case the Child Protection and Safeguarding procedures will be followed after a discussion and course of action is decided with the Director of Safeguarding and relevant year team.

Process for managing confidentiality around disclosures

1. Student makes a disclosure or staff notice concerning emotional presentation
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with safeguarding team.
4. Member of staff will attempt to get the student's consent to share – if no consent is given, the member of staff will explain to the student who the information will be shared with and explain why this is necessary
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff and log on CPOMS.
6. The Director of Safeguarding, year team or Emotional Well-Being Worker will inform the parent/carers (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

10. Supporting students

Baseline support for all students

As part of the school's commitment to promoting positive mental health and wellbeing for all students, the school offers support to all students by:

- Raising awareness of mental health during assemblies, tutor time, personal development lessons and children's mental health awareness week
- Signposting all students to sources of online support on the school website

- Having open discussions about mental health during lessons
- Providing students with avenues to provide feedback on any elements of the school that is negatively impacting upon their mental health
- Monitoring of all students' mental health through assessments e.g. a strengths and difficulties questionnaire
- Raise awareness of our Mental Health Lead – the Emotional Wellbeing Worker and DSL will have a strategic oversight of the whole school approach to mental health and wellbeing
- Offering pastoral support through heads of year and pastoral managers
- Making classrooms a safe space to discuss mental health and wellbeing through various interventions and have clearly allocated safe spaces across the school site

Assessing what further support is needed

If a student is identified as having a mental health need, the year teams and Emotional Well-Being Worker will take a graduated and case-by-case approach to making an assessment and providing tailored support.

The school will offer support in cycles of:

- Assessing what the student'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
- Consider risk assessments or further referrals if necessary
- Consider a referral to First Contact (Social Services) if necessary

Internal mental health interventions

Where appropriate, a student will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Transition groups
- Reduced timetable (depending on full circumstances) or consideration of Alternative Provisions
- Time out pass
- Counselling - signposted to appropriate level of counselling support – either internal or external. Including the EWEL team or CAMHS
- Allocated support from Mental Health Champions
- Access to Achievement Centre and safe spaces
- Support from the year team

Individual healthcare plans (IHPs)

A student will be offered an individual healthcare plan (IHP) or an individual risk assessment depending on their area of need and/or support.

IHPs and RA's are written in collaboration with the student (if appropriate), their parent/carer, and any other relevant professionals.

The students IHP/RA will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The student's needs resulting from the condition
- Specific support for the student's educational, social and emotional needs
- The level of support needed
- Who will provide the support – key staff
- Who in the school needs to be aware of the student's condition
- What to do in an emergency

Making external referrals

If a student's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents/carers to make, a referral for external support.

A student could be referred to:

- GP or pediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services – such as the EWEL team or EHNT.

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support students' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and supporting them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in personal development lessons, and sharing ideas for extending and exploring this learning at home.
- Work with primary schools during the transition process to support students during the transition process between schools.
- When informing parents/carers about any mental health concerns we have about their child, we will endeavor to do this face to face. Depending on the nature of the concern we will invite parents/carers into school. These meetings can be difficult, so the school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting. A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the students CPOMS records.

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all students impacted upon by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support
- Ensuring students know who they can talk to and report concerns they have

13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so students and parents/carers are aware of how they can get help.

The Emotional Well-Being Worker will be available to provide further information to students and parents/carers if they want to learn more about what support is available. We will regularly post updates on our social media platforms to signpost parents/carers to support agencies, in particular during school holidays.

14. Whole school approach to promoting mental health awareness

Mental health is taught in personal development lessons. We also support and raise the importance of mental health and well-being through assemblies, weekly slides to students during STEP sessions and having external speakers into school to raise awareness of the importance of positive mental health.

Students will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our Personal Development Curriculum or Safeguarding Matrix.

Creating a positive atmosphere around mental health is paramount. Staff will create an open culture around mental health and well-being by:

- Discussing mental health with students in order to break down stigma
- Encouraging students to disclose when they think their mental health is deteriorating
- Signpost the staff in school who can specifically help them with any mental health worries.

15. Training

All staff will be offered training so they:

- Have a good understanding of what students' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a student in need of help

Teaching staff will undergo 'bitesize training' with regard to mental health support but pastoral staff and support staff will receive more specialized training as and when required or available. Our Emotional Well-Being Worker is our Mental Health lead in school and has completed the full training for this funded by the Department for Education.

16. Support for staff

We recognise that supporting a student experiencing poor mental health can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions where necessary
- Support staff experiencing poor mental health themselves and offer referrals to Occupational Health or support services as necessary
- Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed by the Director of Safeguarding annually. At every review, the policy will be approved by the Headteacher and the Local Governing Board.