

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

POLICY WRITTEN BY:	Deputy Headteacher
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Community, Compassion, Forgiveness, Friendship,
Thanksgiving, Trust

Archbishop Blanch CE High School

Liverpool Schools Mental Health and Emotional Wellbeing Policy

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

INTRODUCTION

One of the recommendations made during the **Mental Health & Emotional Wellbeing in Liverpool Citywide review March 2017**, was to ensure all school/education settings have a mental health and emotional wellbeing policy, and that the role of non-school partners is clearly defined in the policy.

In Liverpool, children and young people's mental health and emotional wellbeing is everyone's business. By educating pupils, staff and parents about the issues surrounding mental health, the stigma can be reduced; by promoting positive mental health, pupils will develop skills and resilience techniques to cope with every day challenges throughout their school years and beyond into adulthood.

This document outlines key elements of a Liverpool-based schools' policy. Also contained are guidelines that will enable each school to identify and incorporate content that reflects individual setting's practises and approaches to promoting and encouraging positive mental health and emotional wellbeing.

The diagram to the right presents eight principles to promote emotional health and wellbeing in schools and education establishments, and should form the basis of your school's statement. Each of these principles are further outlined in **Public Health England's Promoting children and young people's emotional health and wellbeing A whole school and college approach**



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1.0 POLICY STATEMENT

At Archbishop Blanch School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. This policy is designed to support our students in developing a positive approach towards mental health and emotional wellbeing, as well as to support the staff looking after our students. Support for staff facing personal issues can be sought through personnel.

2.0 SCOPE

This policy is a guide to all staff – including non-teaching and governors – outlining Archbishop Blanch School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

3.0 POLICY AIMS

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst student and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 KEY STAFF MEMBERS

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Pastoral Staff
- Designated Safeguarding Lead
- SENCO
- Mental Health First Aiders
- PSHE Coordinator

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Senior Deputy Headteacher.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 INDIVIDUAL SAFETY PLANS

When a pupil has been identified as requiring a safety plan,, and has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation an individual safety plan will be drawn up in conjunction with the relevant professionals and communicated with staff.

6.0 TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum and our peer mentoring programme.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>. We will also use and adapt resources from other trusted sources, such as the Anna Freud Foundation.

Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers.**

7.0 SIGNPOSTING

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites, social media), we will share and display relevant information about local and national support services and events. The aim of this is to ensure students understand what help is available:

- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next.

8.0 SOURCES OR SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

School Based Support (see Appendix 1)

At Archbishop Blanch there is a range of support available to students, including:

- **Form tutors, with whom students may develop a close relationship**
- **Progress Leaders, who oversee a year group throughout their time at ABS**
- **Pastoral leaders, who provide dedicated pastoral support to year group(s) and in some cases are trained mental health first aiders, receive additional training in a variety of mental health needs including eating disorders, suicide awareness and self harm, and are also trained Deputy Designated Safeguarding Leads**
- **Assitant Heads responsible for behaviour and learning at each key stage**
- **SENCo, who can provide or signpost support student with SEN who are also experiencing mental health needs**
- **In school counsellor- who is accessed through a referral made by the pastoral leader for those requiring specialist support**
- **YPAS counsellors- who can provide support strategies on a shorter term basis and can be accessed through pastoral leads**

Local Support

In Liverpool, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation. <https://www.liverpoolcamhs.com/>

9.0 WARNING SIGNS

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 alert the relevant pastoral lead, preferably through the CPOMS system.

Possible warning signs, which all staff should be aware of 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

10.0 TARGETED SUPPORT

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of
- social, emotional and behavioural problems;
- Working closely with Liverpool City Council Children's Services, Liverpool CAMHS
- and other agencies services to follow various protocols including assessment and
- referral;
- Identifying and assessing in line with the Early Help Assessment (EHA), children who are showing early signs of anxiety, emotional distress or behavioural problems;
- Discussing options for tackling these problems with the child and their
- parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective,
- According to the child's needs;
- Ensure young people have access to pastoral care and support, as well as
- specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities
- available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality; and
- Provide young people with opportunities to build relationships, particularly those
- who may find it difficult to seek support when they need it.

11.0 MANAGING DISCLOSURES

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially as per the Child Protection Policy, using the CPOMs system.

12.0 CONFIDENTIALITY

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. Using the CPOMs system ensures that all members of the pastoral/safeguarding team are equipped the support individuals.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/cares.

If a pupil gives us reason to believe that they are at risk, our child protection policy applies.

13.0 WHOLE SCHOOL APPROACH

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed are recorded on CPOMs and an Individual Care Plan created if appropriate.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and

14.0 SUPPORTING PEERS

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. 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 with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend may require help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

15.0 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 to enable them to keep students safe. We currently have three child mental health first aiders and one staff mental health first aider.

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 to developing situations with one or more students. The Safer Schools app, available free to all staff and parents, also provides a professional development module in mental health.

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.

Suggestions for individual, group or whole school CPD should be discussed with Assistant Headteacher for CPD or the school SENCo/DSL who can also highlight sources of relevant training and support for individuals as needed.

16.0 POLICY REVIEW

This policy will be reviewed every two years as a minimum. The next review date is February 2023.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Senior Deputy Headteacher.

17.0 LINKS WITH OTHER POLICIES

- Child Protection Policy
- Attendance Policy
- SEND Policy
- PSHE and RSE Policies
- Behaviour for Learning Policy

APPENDIX 1

TYPE OF SUPPORT	DESCRIPTION OF THE SUPPORT	SUITABLE FOR..	ACCESSING THE SUPPORT	STUDENTS CAN LEARN ABOUT THIS SUPPORT FROM...
Progress Tutor	Advice, support, building relationships	All students	Through form time, discussion, contact from parent / carer	Form time, assembly, discussion
Progress Leader	Advice, support, building relationships, Progress advice, mediations between staff and students	All students	Through form time, discussion, contact from parent / carer	Form time, assembly, discussion
Pastoral Manager	Advice, support, building relationships, Progress advice, mediations between staff and students Restorative justice, group support	All students	Through form time, discussion, contact from parent / carer	Form time, assembly, discussion
Senior staff support	Advice, support, building relationships, Progress advice, mediations between staff and students. Meetings with parents.	All students	Through form time, discussion, contact from parent / carer	Form time, assembly, discussion
EWO Support	Reintegration plans, advice, multi-agency meetings, brokering support.	Students requiring support to improve attendance	Through direct contact with attendance office Toxteth Annexe, school referral	Pastoral staff, Liverpool City Council
School Counsellor	Emotional support, coping strategies, building relationships.	All students	Through form time, discussion, contact from parent / carer. Drop in service at the counsellors office.	Form time, assembly, discussion, pastoral staff.
School Nurse	Advice on health and wellbeing, managing attendance and strategies to cope with ill health.	Medical needs in school to be supported through consultation and advice	Through form time, discussion, contact from parent / carer. Drop in service at the pastoral office.	Form time, assembly, discussion, pastoral staff. Direct contact with Liverpool Community Health Team.
CAMHS	Mental health support and diagnosis from the CAMHS team	Students requiring additional support for good mental health and emotional wellbeing.	Through referral from school, for example from pastoral staff, EWO, SEN team.	Pastoral staff. Direct contact with Liverpool Community Health Team
SEN Support	Support will be offered according to individual need	Students requiring additional support for SEN	Through specific support, data, EHCP, consultation,	Specialist staff as appropriate
Additional support	Specialist services that may be brought into school to support students as appropriate, e.g. Stonewall The support will be tailored to match the needs of the students.	Specific students identified through individual need.	Through specialist services arranged as necessary	Contact with school staff, TAC meetings, one to one discussions