



Mental Health and Wellbeing Policy

Clarity Independent School

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Contents

- **Policy Statement**
- **Scope**
- **Policy Aims**
- **Lead Members of Staff**
- **Teaching About Mental Health**
- **Signposting**
- **Identifying Needs and Warning Signs**
- **Managing Disclosures**
- **Confidentiality**
- **Whole School Approach**
- **Supporting Peers**
- **Training**
- **Policy Review**

Policy Statement

“Mental health is a state of wellbeing 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.” (World Health Organisation)

At Clarity Independent School, we aim to promote positive mental health for every member of our school staff and pupil body. Our culture is supportive, caring and respectful. We encourage pupils to be open and we want each pupil to have their voice heard. We know that everyone experiences different life challenges, and that each of us may need help to cope with those situations sometimes. We understand that anyone and everyone may need additional emotional support. At our School, positive mental health is everybody’s responsibility. We all have a role to play.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

Scope

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff.

This policy should be read in conjunction with the medical policy in cases where the pupils mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

Policy Aims:

The aim of our policy is to demonstrate our commitment to the mental health of our staff and children.

At Clarity Independent School, we will always:

- Help children to understand their emotions and experiences better
- Ensure our pupils feel comfortable sharing any concerns or worries
- Help children to form and maintain relationships and friendships
- Encourage children to be confident and help to promote their self-esteem
- Help children to develop resilience and ways of coping with setbacks

We will always promote a health environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff
- Celebrating both academic and non-academic achievements

- Promoting our school values and encouraging a sense of belonging and community
- Providing opportunities to develop a sense of worth and to reflect
- Promoting our pupils' voices and giving them the opportunity to participate in decision making
- Celebrating each pupil for who they are and making every student feel valued and respected
- Adopting a whole school approach to mental health and providing support to any student that needs it
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms
- Enabling staff to respond to early warning signs and mental-ill health in students
- Supporting staff who are struggling with their own mental health

Lead Members of Staff:

Whilst all members of staff have a responsibility to promote the mental health of pupils, staff with a particular role in this are:

- Mrs E Mills - Child Mental Health and Well-being Lead
- Mrs D Hanson - Deputy Safeguarding Lead and Head Teacher
- Mrs S Ailara - Designated Safeguarding Lead/SENCO

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health and Wellbeing Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedure should be followed with an immediate referral to the designated Safeguarding Lead or the Head Teacher. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed.

Teaching about Mental Health:

Our PSHCE curriculum is developed to give pupils the skills, knowledge and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training through the Zones of Regulation (by Leah M. Kuypers, MA Ed. OTR/L).

We will regularly review our PSHCE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide students with strategies to help them keep mentally well.

Signposting:

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We will display relevant sources of support in communal areas such as the dining hall and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Identifying Needs and Warning Signs:

School staff may become aware of warning signs which indicate a pupil 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 Mrs Elise Mills (Child Mental Health and Well-being Lead). Where required these will be added to the pupils One Plan and Pupil Profile.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour
- Clothing unsuitable for the time of year, e.g. a large winter coat in the summer
- Negative behaviour patterns, e.g. disruption

Staff will also be able to identify a range of issues, including:

- Attendance or absenteeism
- Punctuality or lateness
- Changes in education attainment and attitude towards education
- Family and relationship problems

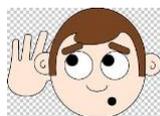
Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement (see bereavement policy) and health difficulties.

Managing Disclosures:

A pupil 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.



If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be **calm, supportive and non-judgemental**.



Staff should **listen**, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than exploring 'Why?'



All disclosures should be **recorded in writing** and held on the students confidential file in pastoral notes on Arbor, with an alert made to Mrs Mills. This written record should include:

- Date
- The name of the member of staff whom the disclosure was made
- Main points from the conversation
- Agreed next steps

Confidentiality:

We must be honest with regards to the issue of confidentiality. If it is necessary for us to pass on our concerns about a pupil, then we should discuss with the pupil first. They should be told:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent/caregiver.

It is always advisable to share disclosures with a colleague, either Child Mental Health and Wellbeing Lead, Mrs Elise Mills or Safeguarding Lead, Mrs Sharyn Ailara, as this helps to safeguard our own emotional wellbeing and make us not face the responsibility for the student alone, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Pupils should always be given the option of the school informing parents for them or with them to offer both parties support.

If a pupil gives us reason to believe that there may be underlying safeguarding issues, parents should not be informed, but the Safeguarding Lead, Mrs Sharyn Ailara must be informed immediately.

Where it is deemed appropriate to inform parents/caregivers, we need to be sensitive in our approach. Before disclosing to a parent/caregiver we should consider the following questions (each case on an individual basis):

- Can the meeting happen face-to-face?
- Where should this meeting happen?
- Who should be present? (Parents/caregivers, the pupil, other members of staff)
- What are the aims of the meeting?

It can be shocking and upsetting for parents/caregivers to learn of their child's issues and may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent/caregiver time to reflect.

We should always highlight further sources of information and give them as much information to take away where possible as they will often find it hard to take so much in whilst coming to terms with the news which you are sharing. Sharing sources of further support aimed specifically at parents/caregivers can also be helpful too e.g. parent support forums and helplines.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call during the first meeting as parents/caregivers often have many questions as they process the information. Finish each meeting with an agreed next step and always keep a brief record of the meeting on the child's confidential record.

Whole School Approach

We take a whole school approach towards the mental health of our students. This means working with parents/caregivers and with other agencies and partners, where necessary.

Working with Parents/Caregivers:

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.

To Support Parents/Caregivers We Will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child or a friend of their child.

- Give the parents guidance about how they can support their child's positive mental health
- Ensure that this policy is easily accessible to the parents
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum

Working with All Parents/Caregivers:

Parents/caregivers are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents/caregivers we will:

- Highlight sources of information and support about common mental health issues
- Ensure that all parents/caregivers are aware of who to talk to and how to do this, whether it is regarding their child or a friend of their child
- Make our mental health policy easily accessible to parents/caregivers
- Share ideas about how parents/caregivers can support positive mental health in their children through our regular information sharing
- Keep parents/caregivers informed about the mental health topics their child will be learning about in PHSCE and share ideas for extending and exploring this learning at home

Working with other agencies and partners:

As a part of our whole school approach, we will also work with other agencies to support our pupils' mental health and wellbeing. This might include liaising with:

- The NHS
- Pediatricians
- EWMHS
- Counselling services
- Therapists
- Family support workers
- Behavioural Support workers

Supporting Peers:

When a pupil 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, eating disorders, or other more severe difficulties, it is possible that friends may learn unhealthy coping mechanisms from each other. At Clarity, our pupils are learning about resilience and are not likely to be in a place of strength themselves yet to support another pupil in a time of crisis. In order to keep children and their peers safe and prevent further upset amongst peers, we encourage the children to speak to staff about mental health issues rather than their peers.

It is always important to ensure that we are aware of the impact that mental health difficulties may have on children's friends. We support them to:

- Know where to access support for themselves.
- Know safe resources and further information about their friend's condition.
- Healthy ways of coping with difficult emotions they may be feeling.

Training:

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as a part of their regular Safeguarding training. This will enable them to keep pupils safe.

Policy Review:

This policy will be reviewed every year as a minimum. It is next due for review on 01/06/2021.

This policy will be reviewed and updated at appropriate times. If you have any questions regarding this policy please contact the school.

This policy will be immediately updated to reflect personnel changes.

Overall responsibility for Quality Assurance in **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher