**(Insert Name of School)**

**MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY**

**Date approved by Governing Body: (Insert date)**

**Revision Due: (Insert date)**

**Ref: Insert Name (Title)**

**Policy Completion Guidance:**

Based on the Liverpool Schools Policy, this Policy Framework has been put together in consultation with Education colleagues, for the use of Nottingham City Schools. It is designed to be customised to reflect each schools own priorities. Schools should therefore edit each section, paying particular attention to text in bold and/or italics, in order to reflect their own provision and circumstances.

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# (School Name)

# Mental Health and Emotional Wellbeing Policy

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## Policy statement

‘Mental Health is a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community’ (World Health Organisation)

At (***our school)*** we aim to promote positive mental health and emotional wellbeing for our whole school community; pupils, staff, parents and carers and governors and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We have a supportive and caring ethos where each individual and contribution is valued and all individuals can be supported whether affected directly or indirectly by mental ill health.

# Policy Aims

Our school aims to:

* Create an environment where all children and young people have a sense of belonging and feel safe
* Enable CYP to feel they can talk openly with a trusted adult about their problems without feeling any stigma
* Provide opportunities for CYP to develop their confidence and self-esteem
* Develop resilience amongst students and raise awareness of resilience building techniques
* Promote positive mental health and emotional wellbeing in all staff and students
* Increase understanding and awareness common mental health issues
* Enable staff to identify and respond to early warning signs of mental ill health in students including types of support and how and when to access this support for CYP and their parents/carers
* Support staff in relation to looking after their emotional wellbeing

3. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our school’sapproach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies. Eg. Safeguarding, Inclusion, Looked after Children, Medical Needs, SEND, Behaviour and Attendance, Anti-bullying, RSHE and SMSC.

This policy supports the Nottingham Emotional Health and Resilience Charter.

<http://www.nottinghamschools.org.uk/teaching-and-learning-support/emotional-health-and-wellbeing/>

# 4. Key staff members

We believe that all staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health in CYP. There are also key members of staff who have specific roles to play including contributing to the School Mental Health Team: (**amend for your school)**

* Pastoral Staff
* Designated Safeguarding Lead
* SENCO
* Mental Health First Aid Champion
* RSHE Coordinator
* ELSA
* Art therapist
* Counsellor

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the (***Insert role here***).

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. Whole School Approach

We will follow a whole school approach towards promoting positive mental health and emotional wellbeing across the whole school community.

This **forms the basis of our work on the local Emotional Health and Resilience Charter and** follows 8 whole school areas.

1. Leadership and management
2. Identifying need and measuring impact
3. Ethos, Culture and Environment
4. Student Voice
5. Curriculum, teaching and learning
6. Staff development, health and wellbeing
7. Support
8. Working with parents

**Leadership & Management**  That supports and champions efforts to promote emotional health and wellbeing.

Enable **Student Voice** to influence decisions

An **ethos, culture and environment** that promotes respect and values diversity

**Universal and targeted support** and appropriate intervention

**Staff development, health and wellbeing** to support their own wellbeing and that of others

**Working with parents and** carers to support children and their families

**Identifying need and monitoring impact** of interventions

**Curriculum, teaching and learning** to promote resilience and support social and emotional learning

# 6. 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 RSHE curriculum. This includes the Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education orders.

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

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

Our school also promotes positive mental health though campaigns, assemblies, transition programmes, circle times, worry boxes, nurture groups, peer mentoring **(amend for your school)**

# 7. Identifying Needs and Warning Signs

Our identification system involves a range of processes. We aim to identify CYP with mental health needs as early as possible to prevent things getting worse. Eg. Questionnaires, wellbeing trackers (**complete for your school**)

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 (**insert name of mental health first aider**).

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 secretively
* Lateness to, or absence from school
* Repeated physical pain or nausea with no evident cause
* An increase in lateness or absenteeism

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

* Details of the pupil’s situation/condition/diagnosis
* Special requirements or strategies, and necessary precautions
* Medication and any side effects
* Who to contact in an emergency including the role the school and specific staff

# Universal Sources of Support

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), 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.

School Based Support *-***list the full range of support available to students. For each include:**

* **What it is**
* **Who it is suitable for**
* **How it is accessed**
* **How this information is communicated to students**

**This is likely to include information about pastoral staff including behaviour and learning support and school counsellors.**

**You should also include details of any specific groups or interventions run at the school. This information is often not widely shared. Putting it in an appendix in your policy will help to ensure that those students who most need support are able to access it**

Local Support

In Nottingham City, there are a range of organisations and groups offering support, including, Base 51, Kooth, MHST (in some schools) and Targeted CAMHS and community CAMHSa group of providers specialising in children and young people’s mental health and wellbeing. (See appendix A for named contacts)

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.

Base 51 (age 12-25) - https://www.base51.org

Kooth (age 11-25) - <https://www.kooth.com/>

MHST (age 5-18) - [www.asklion.co.uk/mhstnottingham](http://www.asklion.co.uk/mhstnottingham)

Targeted CAMHS (age 0-18) - <https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/child-and-adolescent-mental-health-services-camhs/>

Community CAMHS (0-18) - <https://www.nottinghamshirehealthcare.nhs.uk/pebble-bridge>

# 9. 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 Nottingham City Council Children’s Services, Nottingham CAMHS and other agencies services to follow various protocols including assessment and referral;
* Identifying and assessing through the single point of access (SPA), 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 Nottingham 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;

* Provide young people with opportunities to build relationships, particularly those

who may find it difficult to seek support when they need it; and

* The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

# 10. Managing disclosures and Confidentiality

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 on the student’s personal file, including:

* Date
* Name of member of staff to whom the disclosure was made
* Nature of the disclosure & main points from the conversation
* Agreed next steps

This information will be shared with (***insert role – mental health lead etc***.)

**If a Peer Mentoring Programme is in place, any disclosures made will also map with this process.**

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 will 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.

We also believe 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.

Parents will 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/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

# 11. Supporting and Training Staff

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. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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.

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 ***(insert name & contact details***) who can also highlight sources of relevant training and support for individuals as needed.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing with activities such as yoga, choir, time to talk day, team building days, access to a counselling service (**amend for your school)**

## 12. Working with parents/carers

If it is deemed appropriate to inform parents, we will consider these questions 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.

We will signpost parents to other sources of information and offer support in these instances. At the end of the meeting, we will keep lines of communication open should the parents have further questions or concerns and we will suggest a follow-up meeting or phone call.

We will ensure a record of the meeting and points discussed/agree are added to the pupil’s record and an Individual Care Plan created if appropriate.

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
* Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

# 13. Supporting Peers

When a student is experiencing 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 in one to one or group settings and will be guided by conversations with the student and their parents/carers 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 needs 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

# 14. Monitoring and Evaluation

This policy will be reviewed every two years as a minimum. The next review date is **xx/xx/xx**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of (***insert name & contact details***).

Any personnel changes will be implemented immediately.

**Appendix A**

Named professional from local support services. (**Complete/edit for your school**)

MHST

(Mental Health Support Team)

EP

Education Psychology

CAMHS

Link professional

WSP

(Wellbeing Support Practitioners)

TSFT

(Targeted Family Support Team)

School Name