



Mental Health Policy

October 2023 Draft

Contents

- 1.0 Policy Statement
- 2.0 Scope
- 3.0 Policy Aims
- 4.0 Key Staff Members
- 5.0 Individual Care Plans
- 6.0 Teaching about Mental Health
- 7.0 Signposting
- 8.0 Sources of support at school and in the local community
- 9.0 Warning signs
- 10.0 Targeted support
- 11.0 Managing disclosures
- 12.0 Confidentiality
- 13.0 Whole School Approach
 - 13.1 Working with Parents/Carers
 - 13.2 Supporting Parents/Carers
- 14.0 Support Peers
- 15.0 Supporting staff
- 16.0 Training
- 17.0 Policy Review

1.0 Policy statement

At Watling Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. 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.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Watling Academy'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 students.
- 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 students 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 | ▪ Mental Health First Aid Champion |
| ▪ Designated Safeguarding Lead | ▪ PSHEe Coordinator |
| ▪ SENCO | ▪ Safeguarding team |

Key Staff Members:

- JHS (Deputy Head): Responsible for the overall oversight of the school's mental health policy, ensuring it aligns with the school's mission and values.
- CPS (Assistant Head, Wellbeing Lead): Leads the school's well-being initiatives and support programmes, coordinating and implementing mental health programmes and services.
- ASY (Assistant Head, Safeguarding Lead): Ensures that safeguarding and mental health are integrated, providing a seamless support system for students' well-being.
- NBT (Assistant Head, SENCO): is responsible for overseeing the provision and support for students with special educational needs and disabilities ensuring they have access to appropriate interventions and resources to thrive in school.
- GNS & NTS (Operational DSL): manages the day-to-day implementation of safeguarding policies and procedures, ensuring immediate responses to concerns, maintaining accurate records, and supporting staff and students to uphold a safe environment.
- RLN (School Counsellor): Provides individual and group counselling services, offering emotional support and mental health guidance to students.
- NCR (School Nurse): Offers medical expertise and support for students with mental health concerns related to their physical health.

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the students Head of Year.

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 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
- The role the school and specific 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.

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> 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. **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), 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 –

Pastoral Support:

- **What it is:** Pastoral support is a service within the school that focuses on the emotional, social, and personal well-being of students. It provides a safe and confidential space for students to discuss their concerns, challenges, or emotional well-being.
- **Who it is suitable for:** Pastoral support is suitable for all students within the school. It is available to those who may be experiencing stress, anxiety, emotional difficulties, or any other personal issues that affect their overall well-being.
- **How it is accessed:** Students can access pastoral support by speaking to their form tutor, a teacher, or a designated pastoral support staff member. The support may be scheduled or arranged based on the student's immediate needs.
- **How this information is communicated to students:** The availability of pastoral support is typically communicated to students through various channels, including school assemblies, posters, school newsletters, and during PSHE (Personal, Social, Health and Economic) lessons. Students are informed that this service is available as part of the school's commitment to their well-being.

Wellbeing Room:

- **What it is:** The Wellbeing Room is a dedicated space in the school where students can access resources and find a peaceful environment to relax, de-stress, or seek support from trained staff. It is designed to promote positive mental health and provide a safe space for students.
- **Who it is suitable for:** The Wellbeing Room is suitable for students who may need a break, a quiet space, or access to self-help materials. It can be particularly helpful for students dealing with stress, anxiety, or emotional difficulties.
- **How it is accessed:** Students can access the Wellbeing Room during designated times or by requesting access through a teacher, form tutor, or the school's pastoral team. This room is available for students to use when they feel the need to take a break or access supportive materials.
- **How this information is communicated to students:** Information about the Wellbeing Room is typically communicated to students through school

assemblies, posters, and information in school newsletters. Students are made aware of this resource as a part of the school's approach to supporting their mental health and well-being.

SEND Department (Special Educational Needs and Disabilities):

- **What it is:** The SEND Department is responsible for providing support to students with special educational needs and disabilities, including those with mental health challenges. It offers tailored support, accommodations, and assistance to help these students thrive academically and emotionally.
- **Who it is suitable for:** The SEND Department is suitable for students with special educational needs, including mental health conditions that may require additional support. This department assists students with a range of needs, including those related to learning difficulties, emotional well-being, and mental health.
- **How it is accessed:** Access to the SEND Department is typically arranged through a process that involves assessment, identification, and collaboration between teachers, parents, and the department itself. Students who require support are referred to the SEND Department through established procedures.
- **How this information is communicated to students:** Information about the SEND Department is usually communicated to students with special educational needs and their parents or guardians during the enrollment process or when specific needs are identified. The school may also conduct workshops or informational sessions to raise awareness of the support available through the SEND Department.

Local Support

In Milton Keynes, 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.cnwl.nhs.uk/camhs/our-services/specialist-camhs/milton-keynes-camhs>

Young Person's Sanctuary (Mind BLMK): A drop-in service for young people aged 14–17 in crisis or experiencing mental distress. It provides a safe, non-judgemental environment with trained mental health workers available to support. Open weekdays from 4:00 pm to 10:00 pm at the CAMHS Eaglestone Health Centre

Kooth: An online platform offering free, anonymous counselling and support for young people aged 11–25. It features forums, self-help tools, and access to professional counsellors

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 a member of the safeguarding team and add it to CPOMS.

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 MASH, Milton Keynes CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), 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 Milton Keynes 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.

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 on CPOMS, 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 the DSL.

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.

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/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.

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/agree are added to the pupil's record 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 through our MFGIS group. 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.

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 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 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

15.0 Supporting Staff

15.1 Access to Mental Health Support

Through an Employee Assistance Program (EAP), staff will have access to a confidential Employee Assistance Program (EAP), which provides counselling services, legal and financial advice, and mental health support. The EAP can be accessed through phone, email, or online chat, offering a confidential space for employees to discuss personal or work-related issues.

15.2 Peer Support and Mentorship

Watling also has Wellbeing Champions. These are staff members will be designated as Wellbeing Champions, providing a peer-to-peer support system. These champions will help raise awareness of mental health, encourage open conversations, and guide colleagues to appropriate resources.

A buddy system will be established to support staff, particularly new employees or those undergoing significant stress, by pairing them with an experienced staff member who can provide guidance, mentorship, and emotional support.

15.3 External Support and Resources

A list of external resources will be provided to staff, including helplines, online services, and local mental health organisations. Examples include:

- Mind: Provides advice and support on mental health issues.
- Education Support: A charity offering support specifically for education staff.
- Samaritans: A 24/7 helpline offering emotional support.
- NHS Wellbeing Resources: A range of online tools and local services to support mental health.

15.4 Promoting Mental Health Literacy

The school will actively promote mental health awareness through regular communications, including newsletters, posters, and intranet updates. These will include tips on managing stress, maintaining good mental health, and seeking help when necessary.

Staff will also be encouraged to share their personal experiences with mental health in order to create a more open and supportive environment.

15.5 Confidential Reporting

Staff will be encouraged to report any concerns they have regarding their mental health or the wellbeing of their colleagues. A confidential reporting system will be available, and concerns will be addressed promptly and sensitively. The wellbeing of staff will be treated with the highest level of confidentiality, in line with GDPR regulations.

16.0 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. 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 to 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 JHS who can also highlight sources of relevant training and support for individuals as needed.

17.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is October 2026

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

Any personnel changes will be implemented immediately.