



# Fulbrook

## Mental Health and Emotional Wellbeing Policy

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## 1. Policy statement

At *Fulbrook* we are committed to promoting positive mental health and emotional wellbeing to all students. **We believe that positive wellbeing enables all members of our community to strengthen their resilience, realise their potential and take positive risks.** 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. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Fulbrook's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

## 3. Policy Aims

- Promote positive mental health and emotional wellbeing in all 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.
- We aim to instil in all stakeholders the view that welfare is important, knowledge about the signs and symptoms to be aware of should someone's welfare be compromised and awareness as to how behaviour impacts on the wellbeing of others.

## 4. 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 (including heads of year and the pastoral support co-ordinator)
  - Designated Safeguarding Lead and designated deputies
    - SENDCO
    - Well being Champion
    - Staff responsible for the delivery of the Personal Development curriculum
    - Form Teachers
    - School medical officer

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

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures is followed. This involves speaking to the Designated Safeguarding Lead (Jon Wall).

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

## 5. 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 of the school and specific staff

## 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 PSHCE 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> 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.

**Staff greet and say goodbye to students at the beginning and end of the day (check in and check out).**

In English lessons staff are mindful to develop children's emotional vocabulary, recognising the importance of this not only for children's attainment in English but also to support their wellbeing as it enables the articulation of feelings. **This emotional literacy is also developed in Personal Development lessons. Within Personal Development, children also learn how to develop strategies on how to deal with the negative effects of social media. Within computing lessons children learn how to stay safe online including what to do if their passwords are hacked and how to keep passwords safe.**

**The school places emphasis on allowing children to feel a sense of success through a rich and varied curriculum, with an emphasis on practical and creative subjects as well as the academic. This is also emphasised through our approach to questioning in all lessons, where children are invited to answer rather than relying on only those who raise their hands to contribute. Staff are aware that children can feel stressed when facing tests and strive not to exacerbate the pressure children feel.**

**Fulbrook provides many opportunities for children to voice their opinions through student council, questionnaires and through circle time which enables classes to build relationships.**

Additionally, we shall 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. Signposting

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

Within the school (general and form 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. A display giving relevant information in the Pastoral and Learning Support Room is regularly updated.

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. Sources or support at school and in the local community

What support we offer	What is the support	Who is the support for	How is it accessed	How is its availability communicated to parents
School counsellor	One-to-one sessions (2 hours per week)	All pupils and parents	Via referral (pupil parent, staff) Parental permission required	Bulletins to parents
School Nurse	Drop-in sessions one lunchtime. One-to-one appointment can be made if required	All pupils and parents	Drop in no permission required	Posters, assemblies,
Peer support	Trained peer supporters talk to children on drop-in basis, Over seen by pastoral support lead	All pupils	Drop in twice weekly lunchtimes	Posters, assemblies,

Pastoral support	Meetings with pastoral support lead	All pupils and parents	Drop in sessions in M2 PALS at lunchtimes Referrals from staff or parents. Adhoc or one to one appointments	Assemblies, bulletins,
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## Local Support

CAMHS accessed via online referral by a professional or GP

CHUMS accessed via online referral by school, GP, parents or self

Early Help Team accessed via Early Health Assessment (EHA) to ascertain what support could be accessed for pupil/ family

## 9. 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 pastoral support and/or designated safeguarding team.

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. 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 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 and implement an Individual Care Plan, drawn up by Social services, the school nurse and the school 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 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. 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 initially recorded confidentially on *My Concern* which will include

- 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 three designated safeguarding leads.

## 12. Confidentiality

If a member of staff feels it is necessary, owing to the child or another person being at risk, to pass on concerns about a student to either someone within or outside of the school, then the student will be made aware of this. We shall 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.

Parents must always be informed unless to do so would place a child at greater risk, 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 student 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. 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. 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. The school runs regular sessions on safety, mental health, well-being and safeguarding, 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. Supporting Peers

We regularly survey children to gauge their well-being. A group with representatives from each year group meet on a half termly basis to discuss issues relating to well-being. 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 shall 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. Training

Under *My Concern* staff are able to access resources which gives information on local policies and get information about safeguarding 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.

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.

A number of staff have taken a Level 2 qualification in Child Mental health.

A member of staff is being trained to be a mental health lead.

Suggestions for individual, group or whole school CPD should be discussed with the deputy head teacher, who can also highlight sources of relevant training and support for individuals as needed.

## 16. Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **October 2024**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the deputy headteacher, who may delegate to the pastoral support team.

Any personnel changes will be implemented immediately.