



MALVERN ST JAMES
Girls' School

Mental Health & Wellbeing Policy

This policy is the responsibility of the Director of Pastoral Care and will be reviewed biennially

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 Organization

At Malvern St James Girls' School, we aim to promote positive mental health for every member of our community. We pursue this aim using whole school proactive approaches, alongside targeted support for more vulnerable pupils and staff.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom of thirty-five 15-year olds, three children will be suffering from a diagnosable mental health disorder. We aim to implement practical and effective procedures to provide support for pupils with mental ill health and for those affected by mental illness.

Scope

This document describes our approach to promoting positive mental health and wellbeing and is intended as guidance for all staff and governors.

This policy should be read in conjunction with our Medical Policy for the Health and Wellbeing Centre in cases where a pupil's mental health overlaps with or is linked to physical ill health and the SEND Policy where the pupil has an additional educational need.

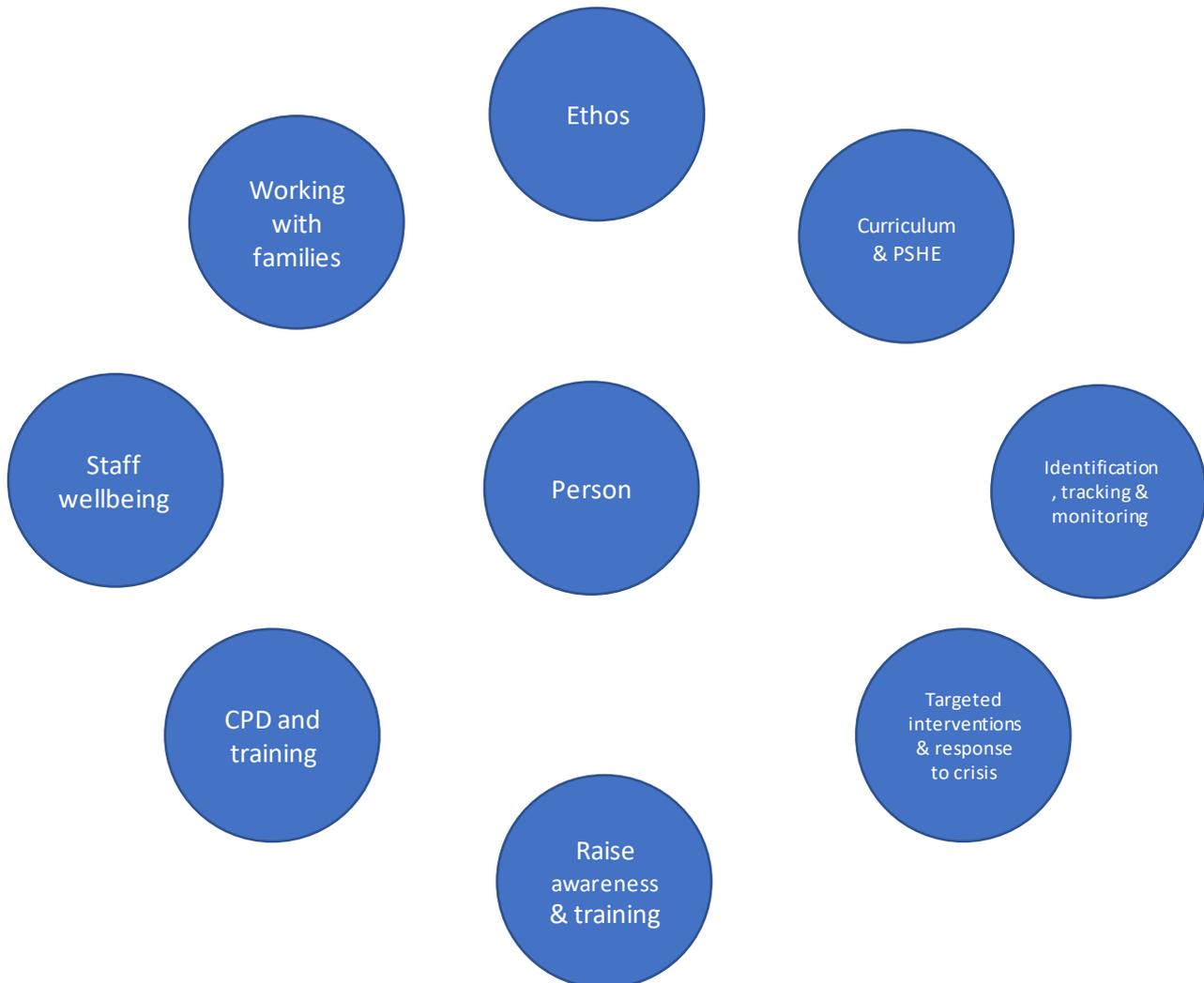
Aim

This policy aims to:

- Outline how we promote positive mental health in all staff and pupils using a holistic, whole school approach
- Outline how we identify and support pupils with mental ill health
- Increase understanding of common mental health issues and alert staff to early warning signs of mental ill health
- Signpost for further help

Malvern St James Girls' School's Whole School Approach

The following principles underpin our approach to supporting the development of mental health and wellbeing strategies within the school.



Ethos

Key principles used to foster good mental health at Malvern St James Girls' School are:

- Creating a community where all feel a sense of belonging; all are known and valued
- Taking a person-centred approach, treating everyone as an individual
- Proactive resilience building & problem solving
- Pastoral care and the wellbeing of pupils is everyone's responsibility

Curriculum and PSHEEC

Through PSHEEC we teach the social and emotional skills that will give pupils the knowledge to be more resilient, to understand mental health, to reduce the stigma around mental ill health and to explore healthy coping strategies for life's challenges. **(See Appendix 1)**

Spirituality is supported and encouraged in various forms including whole school assemblies, enrichment, Quest and weekend services led by the Chaplain.

Identification, tracking and monitoring

Staff are provided with training to recognise warning signs for mental ill health through inset, twilight training and Youth Mental Health First Aid training.

During Mental Health and Wellbeing Week, pupils and staff will complete an anonymous wellbeing survey to identify areas which require development and strategies which are working well.

The Health and Wellbeing Centre is staffed by qualified nurses at all times during term time. When a pupil presents with signs or symptoms of mental ill health the nurse on duty may use the SCARED tool, which screens for anxiety related disorders and the Mood and Feelings Questionnaire, which screens for depression.

Early identification and intervention significantly increases rates and success of recovery.

All pastoral and health observations are recorded on CPOMS which helps to identify patterns of behaviour or concern.

There are many outlets for pupil voice including Student Council, Boarding Council and Food Council. There is also an online Pupil Postbox which can be used to contact The Director of Pastoral Care about any concerns or questions a girl may have.

Staff are approachable and willing to listen to pupils, offering open door policies and drop in sessions; ensuring every pupil has an adult they can turn to when in need.

Staff recognise that boarders may need additional support, being away from home and in some cases, living in an environment which has significant cultural differences.

Staff are aware of the potential vulnerability of those with protected characteristics (Equality Act 2010)

Targeted interventions and response

When a pupil is identified as requiring additional emotional support, there are a range of options available to them.

- Pastoral Champions run Chocolate and Chat sessions where pupils can call in and discuss any concerns they may have with a peer
- Mentors are available for pupils to choose a member of staff to meet with regularly
- Pupils with additional emotional needs may have Pastoral Care Plans and pupils with diagnosed mental health conditions may have Medical Care Plans
- Talk therapy available through a School Counsellor
- GP who is able to refer for CAMHS or other required next steps

We recognise it is important to involve the pupil in decisions about the care and support they receive (providing they are considered Gillick Competent). **(See Appendix 2)**

Raising awareness

We recognise and celebrate Children's Mental Health Week and other National and International days which raise awareness of mental health and wellbeing issues.

During Mental Health and Wellbeing Week, various activities take place to involve the whole school. These include Form Time Activities, Assemblies and department specific interventions.

There are posters in all pupil bathrooms in the main school which promote positive mental health and wellbeing and the Staff Wellbeing Board raises awareness of different topics each half term.

CPD & Training

Inset is used to cover mental health and pastoral training for Teaching and House Staff. The Mental Health and Wellbeing Lead also offers Twilight Inset training for staff on topics such as Listening Skills, Anxiety and Self Harm. The Mental Health and Wellbeing Lead is also a qualified Youth Mental Health First Aid Instructor. Staff are able to apply for further CPD in this area providing it is beneficial to the school.

Staff wellbeing

Please refer to the Staff Mental Health and Stress Management Policy for information about Staff Wellbeing at MSJ

Working with families

We recognise the important role that parents, carers and guardians have in promoting and supporting the mental health and wellbeing of their children and endeavour to work together with families when supporting the mental health of our pupils.

When we are concerned about the mental health of a pupil, we will always try to inform and involve their parents as quickly as possible. In most cases, parents will be informed but there may be circumstances when this does not happen, such as when a safeguarding concern is involved. Pupils over the age of 16 are entitled to consent to their own treatment.

Parents are given opportunities to attend Mental Health Parent Forums, which involve a talk offering information and signposting with regard to a particular area of Mental Health and a question and answer session. Parent sessions are published on iSams for parents who are unable to attend. Parents also have access to the PSHEEC programme via iSams and are often invited to talks from outside speakers on subjects which may impact on their children's wellbeing.

Warning signs

Staff may notice warning signs which could indicate a pupil is experiencing mental health difficulties. These should always be taken seriously and any concerns should be logged on CPOMS and reported to the Health and Wellbeing Centre, Head of Year and Housemistress.

Possible warning signs include:

- Physical signs of self-harm
- Changes in eating and or sleeping habits
- Increased isolation or becoming withdrawn
- Changes in activity levels
- Changes in mood
- Underperforming academically
- Talking about suicide or self-harm
- Abuse of drugs or alcohol
- Secretive behaviour
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

Someone experiencing mental health difficulties may display all, some or none of the above, but recognising any changes in behaviour can assist with early identification.

Staff are not expected to diagnose mental health conditions but have a duty of care to act on any warning signs they notice or concerns they may have.

Managing disclosure and confidentiality

When someone chooses to open up, it's important to let them know they have done the right thing. Listen non-judgementally and ask open questions. Share what you plan to do next and never promise confidentiality.

Links with other policies

Safeguarding and Child Protection Policy
Medical Policy for the Health and Wellbeing Centre
PSHEEC Policy
Anti-Bullying Policy
Equal Opportunities Policy
Staff Behaviour and Code of Conduct Policy
Self-Harm Policy
Suicide Prevention Policy

Appendix 1

Mental Health & Resilience Topics taught in PSHE 2020-2021

| Year | Topic |
|------------------|---|
| R – 2 (Pre-Prep) | <ul style="list-style-type: none">• Friendships and sharing• Feelings and emotions• What I like and why |
| 3 & 4 | <ul style="list-style-type: none">• Fluid Friends• Attitudes and values• Anxiety and worries |

| | |
|-------|--|
| 5 & 6 | <ul style="list-style-type: none"> • Puberty and Bodies • Different opinions and debate • Girls on Board skill building |
| 7 | <ul style="list-style-type: none"> • Anxieties and worries • Right and wrong • Girls on Board skill building • Can you trust the media? |
| 8 | <ul style="list-style-type: none"> • Body image and self esteem • Speaking your mind • How to express your ideas • Girls on Board skill building |
| 9 | <ul style="list-style-type: none"> • Body image and self esteem • Healthy relationships • LGBTQ+ • Racism prejudice and discrimination • Girls on Board skill building |
| 10 | <ul style="list-style-type: none"> • Stress and anxiety • Healthy coping strategies • .b Mindfulness course • Friendships – trust, altruism, shared values, empathy • Girls on Board skill building |
| 11 | <ul style="list-style-type: none"> • 5 ways to wellbeing • Changing relationships • Healthy relationships |
| 12 | <ul style="list-style-type: none"> • Managing time and commitments • Relationships and commitments • 5 Ways to wellbeing |
| 13 | <ul style="list-style-type: none"> • University life skills |

Appendix 2

NHS Information on Gillick Competence:

Children and young people

People aged 16 or over are entitled to consent to their own treatment, and this can only be overruled in exceptional circumstances.

Like adults, young people (aged 16 or 17) are presumed to have sufficient capacity to decide on their own medical treatment, unless there's significant evidence to suggest otherwise.

Children under the age of 16 can consent to their own treatment if they're believed to have enough intelligence, competence and understanding to fully appreciate what's involved in their treatment.

This is known as being Gillick competent.

Otherwise, someone with parental responsibility can consent for them.

This could be:

- the child's mother or father
- the child's legally appointed guardian
- a person with a residence order concerning the child
- a local authority designated to care for the child
- a local authority or person with an emergency protection order for the child

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| Authorised by | Resolution of the School Council |
| Signature |  |
| Date | 17 March 2021 |

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|-------------------------------------|---------------|
| Effective date of the Policy | 17 March 2021 |
| Review date | February 2023 |