



Culford School

Positive Mental Health Policy

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the everyday stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, up to three children will be suffering from a diagnosable mental health issue.

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

This document describes the school's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff, including non-teaching staff and governors.

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

The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of ill mental health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Ruth-Ann Radlett Whole School Mental Health Lead and Deputy Safeguarding Lead
- Gavin Reynolds Designated Safeguarding Lead,
- Jon Herd Deputy Safeguarding Lead, Prep School
- Kelly Harrison Deputy Safeguarding Lead, Pre-Prep School
- Emily Fergus-Hillman Medical Centre Manager
- Harriet Walachowski Head of Senior School Learning for Life
- Rory Parker Head of Prep School Learning for Life

V1.4

Reviewed: September 2023

Nest review: Under development due to new Whole School Mental Health Lead Role.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the tutor and/or housemaster or mistress in the first instance. They will then refer the matter on, if there is a need, to the relevant MHL. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead (DSL), the Head or the Designated Governor.

If the student presents a medical emergency, the standard procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the DSL.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents (where appropriate) and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our Learning for Life curriculum.

The specific content of lessons can be adapted to the specific needs of the cohort we're teaching, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help as needed, for themselves or others.

We will follow the PSHE Association Guidance [1] to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms, and teaching will be in line with government legislation.

Signposting

We will ensure that staff, students and parents are aware of sources of support within the school and in the local community.

We will display relevant sources of support in communal areas such as common rooms and toilets. We will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

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

Warning Signs

School 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 communicate their concerns with relevant staff, using ISAMS Wellbeing Manager.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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

Managing disclosures

Disclosures to the nursing team will be managed according to the Nursing and Midwifery Councils Code of Conduct, with particular reference to assessment of Gillick competency and confidentiality.

A student 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.

How to respond is covered in detail in the Culford Youth Mental Health First Aid Training, which all academic staff are required to undertake.

If a student 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 and follow the principles of ALGEE (Approach the young person, Listen non-judgmentally, Give support and encouragement, Encourage professional help, Encourage other support.)

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

All disclosures should be recorded on ISAMS Wellbeing Manager. This written record should include

- Main points from the conversation
- Agreed next steps if possible.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- 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 student 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 preferably a parent.

It is always advisable to share disclosures with a colleague in a face-to-face conversation. This helps to safeguard our own emotional well-being as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

We should encourage pupils to allow the information to be shared with parents, and they may choose to tell their parents themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts the parents. We should always give students the option of informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions on a case by case basis:

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? Normally at school, but possibly at their home or somewhere neutral?
- Who should be present? Consider parents, the student, and other members of staff.
- What are the aims of the meeting?

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

We should always highlight further sources of information where possible, as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on ISAMS Wellbeing Manager.

Working with All Parents

Parents 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, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular sharing of information
- Keep parents informed about the mental health topics their children are learning about in LfL lessons and share ideas for extending and exploring this learning at home

Supporting Peers

When a student 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 or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents, if appropriate, 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need 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

Training

Academic staff will receive training on Youth Mental Health First Aid, about recognising and responding to mental health issues as part of their induction in their first year as an employee.

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 Ruth-Ann Radlett, Gavin Reynolds, Jon Herd or Kelly Harrison, who can also highlight sources of relevant training and support for individuals as needed.

Promoting Positive Mental Health

Pupils and staff get regular updates through a range of mediums, including email notifications, external presentations, assemblies, staff meetings and through the Learning for Life curriculum.

Our philosophy is to promote independence, encourage positive self-help, to develop the emotional language and literacy of the school community, and to signpost clearly where to go to get support.

To this end we encourage pupils and staff to:

- Embrace the physical environment we work, live and learn in
- Keep active
- Consider what positive choices can be made with regards to intake of food and drink
- Regularly, plan things to look forward to
- Learn to understand and manage feelings, and verbalise them
- Celebrate kindness and help create a better community
- Use the [NHS Mind Plan](#) to guide on possible positive action
- Recognise the importance of talking about our emotions, both good and bad
- Reflect on what makes a good day good, and to try and replicate

Policy Review

This policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to greynolds@culford.co.uk