

All Hallows Catholic High School
Mental Health and Wellbeing Policy



2021-22

Contents

Policy Statement

Policy Scope

Policy Aims

Key Staff Members

Teaching about Mental Health

Support at School and in the Local Community

Signposting

Identifying Needs and Warning Signs

Managing Disclosures

Whole School Approach

 Working with Parents

 Working with Other Agencies and Partners

Supporting Peers

Training

Policy Review

POLICY STATEMENT

At All Hallows Catholic High School we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring and respectful. We encourage students to be open, and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everyone's responsibility, and we all have a role to play.

POLICY SCOPE

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

- Help our students to understand their emotions and experiences better
- Ensure our students feel comfortable sharing any concerns and worries
- Help our students to form and maintain relationships
- Help to promote the self-esteem of our students
- Support our students to develop resilience and ways of coping with setbacks

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in students and staff
- Celebrating both academic and non-academic achievements
- Promoting our school values and encouraging a sense of belonging and community
- Providing opportunities to develop a sense of worth in our students
- Promoting our students' voices and giving them the opportunity to participate in decision making
- Celebrating each student for who they are, and making every student feel valued and respected
- Adopting a whole school approach to mental health and providing support to any student who needs it
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms
- Enabling staff to respond to early warning signs of mental ill-health in students
- Supporting staff who are struggling with their mental health

KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

Designated Safeguarding Lead: Jo Washington

Deputy Designated Safeguarding Lead: Craig Thomas

Learning Managers: Amy Hall, Michelle Hodgson, Clive Locke, George Conlon, Naomi Noad

Pastoral Staff: Penny Hindle, Kate Wilkinson

School Counsellor: Justin Joseph

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to the Learning Manager, unless the matter relates to safeguarding.

If a child presents as a medical emergency then the relevant safeguarding procedures will be followed.

TEACHING ABOUT MENTAL HEALTH

Our Personal Development curriculum is developed to give students the skills, knowledge and understanding they need to keep themselves mentally healthy.

We will review our Personal Development curriculum and lesson content to ensure they are meeting the aims outlined in this policy.

SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

We have a range of support available in school for any students struggling, as listed below:

School Counsellor – Justin Joseph – referral via Learning Managers, JWA, CTH, PHI

Pastoral Support – Penny Hindle – referral via Learning Managers, JWA, CTH

Chaplaincy – Kate Wilkinson – students can self refer for Chaplaincy support

School Nurse – Gill Stec – Gillian.stec@virgincare.co.uk

Youth Mental Health First Aiders – Jo Washington, Penny Hindle, Kate Wilkinson

There is also support available in the local and online community:

GP

Kooth – www.kooth.com

CAMHS – Parents advised to approach GP to make referral

Butterfly and Phoenix Project – Self harm specific – referral can be made through school

We Are With You – Drugs, Alcohol and Mental Health Support – referral can be made through school

SIGNPOSTING

We will ensure that all staff, students and parents are aware of the support available in our school. This includes how to access further support in and out of school hours.

IDENTIFYING NEEDS AND WARNING SIGNS

Key members of our staff will be trained in how to recognise warning signs of common mental health issues. This means they will be able to offer help and support to students who need it, when they need it.

These warning signs will always be taken seriously and any staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Lead as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family, and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self harm/suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness and loss of hope
- Secretive behaviour
- Negative behaviour patterns
- Wearing clothing to cover specific parts of the body, e.g. wearing a long sleeved top in PE lessons

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism
- Poor punctuality and lateness
- Changes in academic attainment and motivation
- Family and relationship problems

Staff will be well placed to identify any additional needs arising from difficulties which may impact a student's mental health and wellbeing, such as bereavement and health difficulties.

MANAGING DISCLOSURES

If a student discloses concerns about themselves or a peer to a member of staff, the response must be calm, supportive and non-judgmental.

All disclosures will be reported to the Designated Safeguarding Lead, recorded confidentially on CPOMS and only shared with the appropriate authorities if necessary, in line with our safeguarding policy.

The disclosure record will contain:

- The date of the disclosure
- The name of the staff member to whom the disclosure was made
- The nature of the disclosure and the main points of the conversation
- Agreed next steps

WHOLE SCHOOL APPROACH

We take a whole school approach towards the mental health of our students. This means working with parents and carers, and with other agencies and partners where necessary.

WORKING WITH PARENTS AND CARERS

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school
- Offer advice regarding further support where necessary
- Ensure that parents are aware of who they can talk to if they have any concerns about their child
- Give parents guidance about how they can support their child's positive mental health
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in the school curriculum

WORKING WITH OTHER AGENCIES AND PARTNERS

We will also work with other agencies and partners to support the emotional health and wellbeing of our students. This might include liaising with:

- School Nurse
- CAMHS
- Counselling Services
- Therapists
- Family Support Workers

SUPPORTING PEERS

We understand that when a student is experiencing mental health issues, it can be a difficult time for their friends and peers. In response to this, we will consider, on a case by case basis, any peers who may need additional support.

TRAINING

All staff will receive annual training in child mental health so they can recognise and respond to mental health issues. This will form part of their regular safeguarding training, and is a requirement of Keeping Children Safe in Education.

We will also consider additional training opportunities for staff where appropriate.

POLICY REVIEW

This policy will be reviewed every year. We will also regularly review it in line with local and national policy changes.