Whole School Approach to Mental Health and Emotional Well-being Policy

" Individually we may cope, however together we all thrive"

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1.0 Policy statement

At Bank View, we are committed to promoting a whole school approach to positive mental health and emotional wellbeing for 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.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. Moreover, the DFE mirror such sentiments in that they state ***"in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".***

At Bank View we align with the current research by (Camhs, 2019; Multiple Deprivation, 2019; Children in the North, 2021; Oxwell, 2021) that there is increased likelihood of our cohort experiencing adverse childhood experiences given a number of critical factors- government spending, geographically adverse poverty and the fact young people with Special Educational Needs will have a 60% increase from the possibility of suffering from poor mental health compared to their neuro typical counterparts.

1.1 Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing: **…** "**a state of well-being 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".**

At Bank View we encompass the above definition into the mission statement of: **" Individually we may cope, however together we all thrive"** as a means of promoting a collective responsibility and mutual understanding that mental health exists on a spectrum and hence is variable and therefore may have many presentations for each and every receiver.

2.0 Scope to a Whole School Approach

This policy is a guide to all staff – including non-teaching and governors – outlining Bank Views whole school approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:
1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands.
2. Helping pupils to develop social relationships, support each other and seek help when they need too.
3. Helping pupils to be resilient learners.
4. Teaching pupils social and emotional skills and an awareness of mental health.
5. Early identification of pupils who have mental health needs and planning. support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

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.

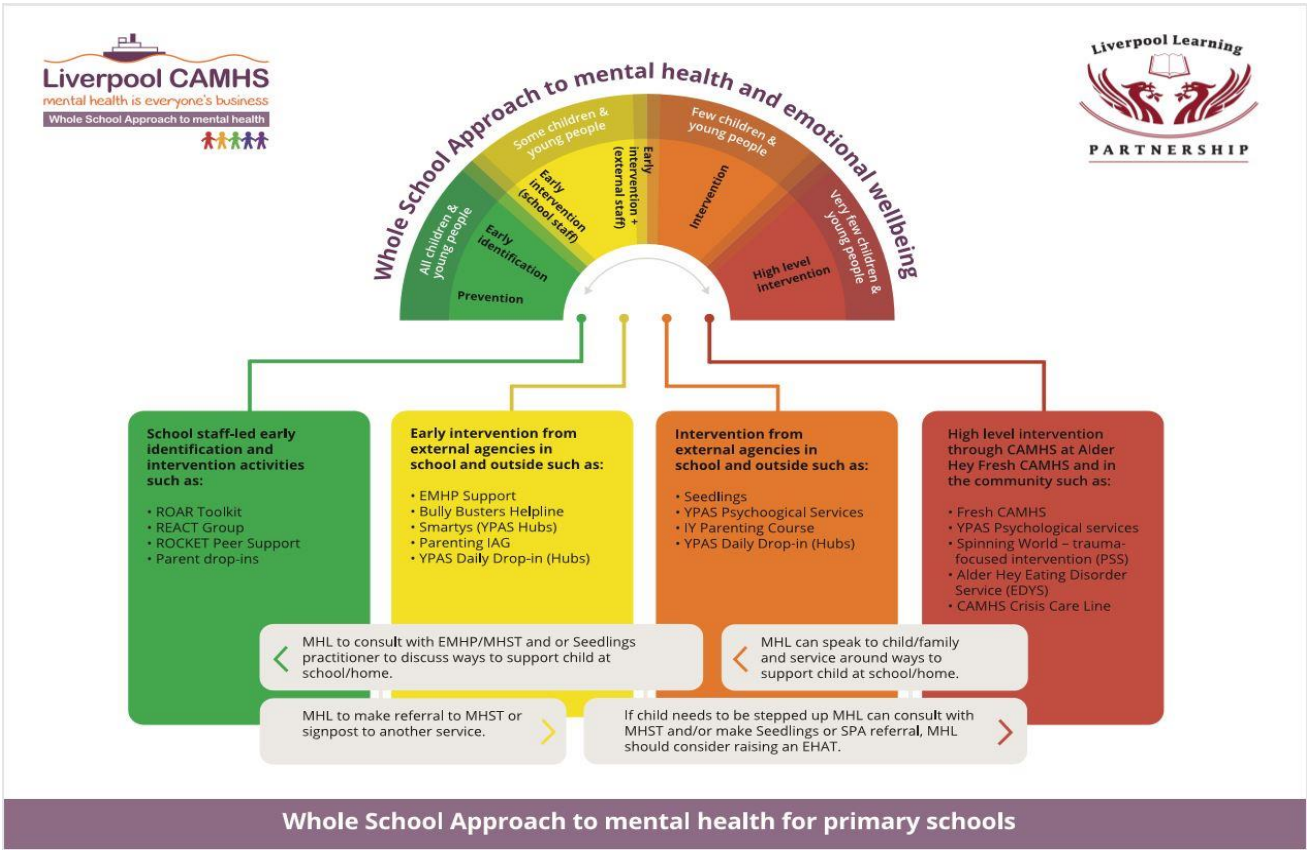
4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students. We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. However, key members of staff have specific roles to play:

- Whole School Approach Strategic Mental Health Lead- Paul O'Kane
- Designated Mental Health Lead/Team -Alex Wrigg-Well Being Mentor
- School Commissioned Mental Health Staff-
  Julie Wright- Counsellor
  Leanne Bibby-Schools Family Support Worker, Liverpool Council
- Designated Safeguarding Lead- Layla Feeney- *Operational Lead*
- SENCO- Claire Pattison-*Deputy Head Teacher*
- MHFA trained staff- Jane Carline, Alex Wrigg, Laura Caples- *Well Being Mentors*
- PSHE Coordinator-Marie Armstrong-*Assistant Head Teacher*
- *External Education Mental Health Team (MHST, Seedlings, Wellbeing Clinic, Fresh CAMHS Senior Practitioner)* Nicola Morley-*Senior Mental health Practitioner-NHS*

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Well Being Hub Manager, Mentoring Team

and the Safeguarding Operational Lead Layla Feeney as well as **documenting all concerns on CPOMS.** Please refer to the school's mental health pathway (*example attached*).



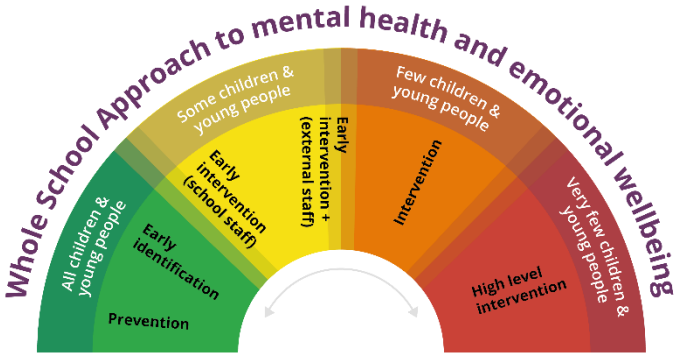
Whole School Approach to mental health for primary schools

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 Levels of Need

Levels of need are used to help education providers and services to determine the type of support that might be needed for children/young people. There are 4 levels:



Green = Prevention and early identification. This level is for all children and young people and represents the basic level of mental health awareness and support strategies that all children and young people need for positive emotional wellbeing.

Yellow = Early Intervention. At this level of need children/young people will be showing early signs of distress that may be the start of an immerging mental health issue. Short-term interventions that build coping strategies are given to prevent these issues from developing – small changes to prevent bigger challenges.

Orange = Intervention. At this level children and young people will need more specific support as their mental health problem will be more developed and significantly impacting their day-to-day life. There may also be other complexities such as trauma or neurodevelopmental conditions. Interventions are chosen to suit the needs of each child/young person and will vary in modality, and intensity.

Red = High Level Intervention. At this level children and young people will need high-level support for mental health conditions that require support from Alder Hey Fresh CAMHS. Children may be at crisis point, require medication, or several different types of specialist support.

5.1 Individual Care Plans

When a pupil has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation (orange/red level), 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
- For pupils who self-harm or have had suicidal ideation it is helpful to draw up a safety plan with them. An example of this can be found withing the Serious suicide awareness training.
- The role of the school and specific staff

6.0 Mental Health Promotion

Mental Health is everyone's business in our school, and we promote an environment that fosters inclusion, diversity and respect.

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 and our referral system to the Well Being Hub.

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 encouraging 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, pupils 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

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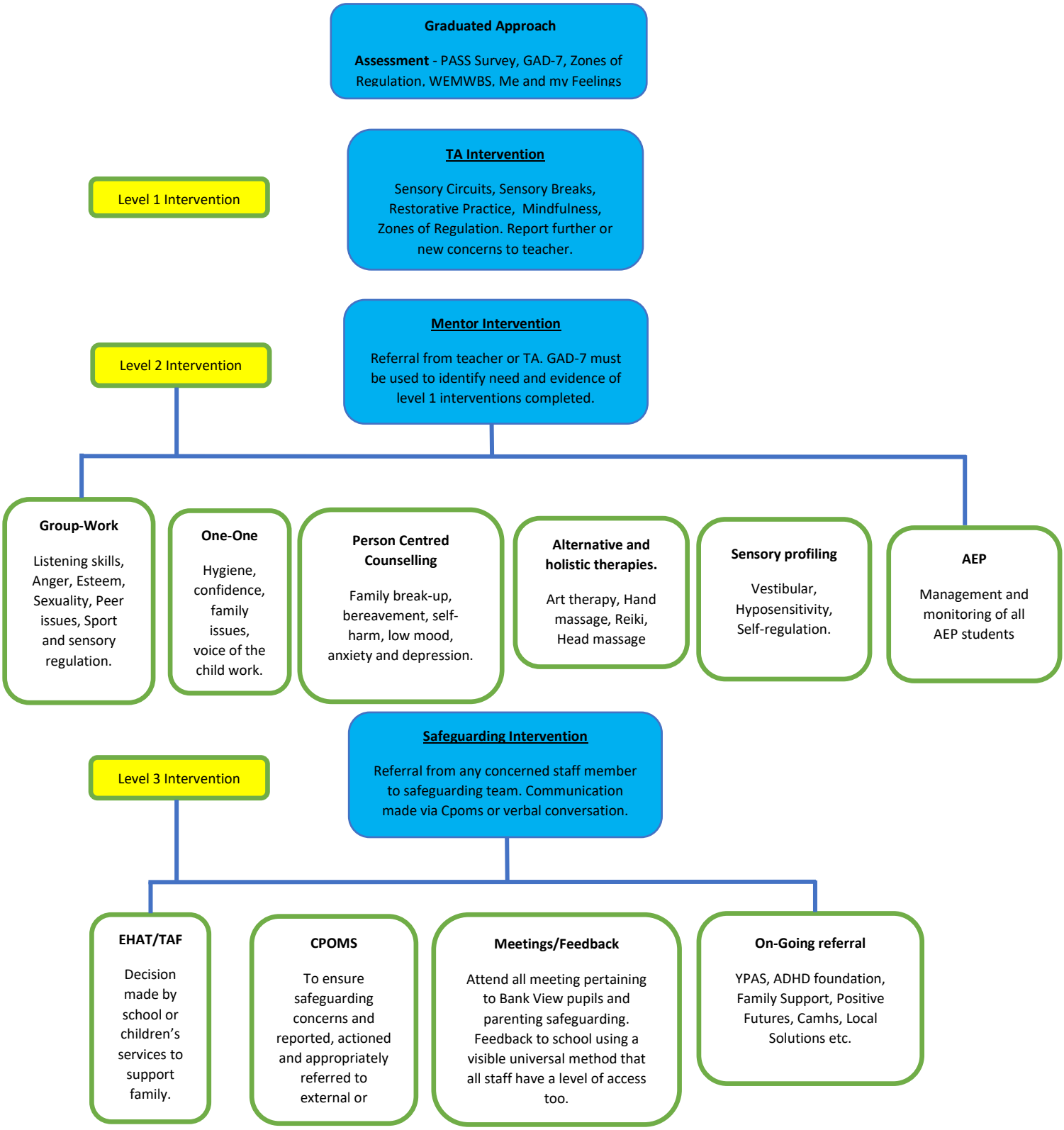
8.0 Our School Mental Health Pathway

The school's mental health pathway (*see below*) maps the support available to children across all levels of need.



8.1 School based support.

The table below is not exhaustive and will often alter to adapt to the ever changing needs of our pupils.

Need The level of need is based on discussions with SLT, Key staff members, Safeguarding Leads and Mentors at meetings.	**Support offered and by what professional** Kind of intervention delivered at Bank View and by what key personnel.	**Monitoring** What tools will be used- CPOMS, Warwick Edinburgh, GAD-7, Me and My Feelings.
High Need	***School Counsellors*** 1-1 and small groupwork. • Anxiety/Depression • Family issues • Social Care involvement • Bereavement ***Safeguarding Lead*** • Monitoring of pupils on EHATS and those whom have Social Care involvement. • Monitoring of those pupils deemed vulnerable via operation encompass and CPOMS logs.	Inventories used to determine further referral or success of particular counselling interventions. CPOMS logs evaluated and collated to highlight trends and support needs. Regular team around the child and safeguarding meetings to discuss and voice current and potential concerns.
Medium Need	***School Mentor*** • Both 1-1 and groupwork sessions covering topical areas of need plus development: anger, esteem, personal development, sexual education, hygiene and voice of the child work. • Offering holistic therapies as part as an universal well-being offer.	Whole school database outlining support offered and by which Mentor.

	• Usage of Well-Being room as a safe space and chance for immediate daily support ***Pastoral HLTA's*** • Attending pastoral meeting and EHATS. • Monitoring of attendance of vulnerable pupils or identifying those at risk non school attendance.	Database of pupils frequently using such provision. Voice of the child and meeting minutes used to determine level of input and type of need. Attendance figures used to observe support needs and ongoing referral to EWO where appropriate.
Low Need	***All Staff members*** • To offer general well being assistance and to sign post to appropriate internal support when appropriate.	Well-being referral form or CPOMS log.

8.2 Local Support

In Liverpool, there are a range of organisations and groups offering support, including the **Education Mental Health Teams**.

These teams 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.

Details of our Education Mental Health Team staff are as follows:

- Liverpool CAMHS-support directly available to young people via Text-the word GREEN to 85258 or Telephone 0808 196 3550 or online www.liverpoolcamhs.com

- Crisis line for adults to seek mental health advice for students-Royal Liverpool Hospital 0151 706 3520 or 0151 706 2782
- Fresh CAMHS crisis line 0151 293 3577
- General advice pre crisis please utilise the school CAHMS link worker Nicola Morley-*Senior Mental health Practitioner-NHS0151 293 3659*
- *YPAS (Young person advisory service)* Initial tier of mental health support offering support and guidance with respect to mental health suffrage; plus a triage service directly to CAMHS is necessary (0151 707 1025)

9.0 Recognising signs and symptoms of mental distress

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 any member of SLT, Layla Feeney-Safeguarding Lead, Well Being Mentors and the Well Being Hub Manager.

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 secretively
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

9.1 Early Identification-Measuring Mental Health

Mental health has a powerful influence on physical health, on learning, on productivity and on the quality of interpersonal relationships. So improving mental health is important for individuals and families, public health, education, the economy and society as a collective. Having a sense of a persons wellbeing is a great indicator of how they are able to both function and thrive.

To compliment the above warning signs Bank View use recognised outcome measures for monitoring, evaluating and tracking mental health. Such tools can be utilised to identify early help or existing issues; alongside the planning of the most appropriate course of action. As our stetting is a co-educational and has both primary and secondary students our outcomes tools will differ and be age appropriate. The ***me and my feelings questionnaire*** will be used for primary pupils as this inventory looks at both behavioural and emotional difficulties; a patient factor given our special school delineation. For our secondary aged students either the **Warwick Edinburgh Mental Wellbeing Scale or the GAD-7** will be used as both are short in format and provide the least stress for the user-pupils.

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 they 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 Liverpool City Council Children's Services, Liverpool 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 his/her 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;
- Ensuring young people have access to pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Providing 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;
- Providing young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- Ensuring the identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014 are met.
- Ensuring that our school is ACE aware and embraces trauma-informed practice.

11.0 Managing disclosures

If a student chooses to disclose mental health 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 the student's personal file, 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 SLT, Layla Feeney-Safeguarding Lead, Well Being Mentors and the Well Being Hub Manager. Moreover all disclosures will be referred on the day of **disclosure to Careline for advice and consultation.**

If a Peer Mentoring Programme is in place, any disclosures made will also map with this process.

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 and their parent/carer 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. In this instance the schools safeguarding policy will be followed.

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, child protection procedures should be followed.

13.0 Parents/carers

13.1 Working with parents/carers

We recognise that pupil's wellbeing is impacted by the systems that they exist in – the primary one being the family. The school will support staff and outside agencies to work with parents/carers so that they can support their child.

We will do this with the following in mind:

- Some parents/carers may prefer a virtual meeting rather than face to face
- Some parents are uncomfortable in school premises so a neutral venue may be 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 materials 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 children's centres, 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 his/her 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 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 ROAR training, Mental Health First Aid training or equivalent.

Our designated WSA strategic lead and mental health operational lead/team will attend the WSA termly network meetings.

We will host relevant information on our website for staff who wish to learn more about mental health. Regular training can be accessed through https://www.liverpoolcamhs.com/training/. The MindEd learning portal also 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 the Well Being Hub Manager and both the Deputy Head Teacher Claire Pattison and Head Teacher Juliette Gelling who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is 01/09/2023

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of The Well Being Hub Manager and both the Strategic Lead for Mental Health-Paul O'Kane and the Operational Lead for Mental Health Alex Wrigg.

Any personnel changes will be implemented immediately.