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STUDENT MENTAL HEALTH & WELLBEING POLICY & PROCEDURE - SECONDARY

Version: 1.0

Issued Date: September 2022

Next Review Date: September 2023

Approved By: Head Teacher & Governing Body

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Section 1 - Guiding Principles, Introduction and Link to Policies

CSS has a central role to play in enabling students to be resilient and to support good mental health and wellbeing. The World Health Organisation's definition of mental health and wellbeing is that it is "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 his or her community".

CSS believes in 'Valuing People, Supporting Personal Best'. Caring for the mental health of the people who make up our community is a vital part of achieving this overarching aim. CSS aims to promote positive mental health and wellbeing for their whole school community (students, staff, and families), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. At CSS, we recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children experience emotional difficulties during their time in school and some face significant life events, which can have a short or sometimes long-term impact on their mental health. One in ten young people between the ages of five and sixteen will have an identifiable mental health issue at any one time. By the time they reach university age this figure is as high as one in six. Around 75% of mental health disorders are diagnosed in adolescence.

The Department for Education (DfE) recognises that: "in order to help their children succeed; academies have a role to play in supporting them to be resilient and mentally healthy". At CSS our role is to help children manage times of change and stress, and that they are supported to reach their potential or access help when they need it, enabling them to achieve their personal best. We also have a role to help children learn about what they can do to maintain positive mental health; what affects their mental health; how they can help reduce the stigma surrounding mental health issues; and where they can go if they need help and support. A significant factor that can impact on a student's mental health is their ability to deal with pressure and reduce the impact that stress has on their lives through developing emotional resilience. Resilience is a person's ability to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing; supporting students to create their own bank of strategies to deal with situations that arise within daily life is a key function and remit of CSS pastoral teams.

It is important for staff to be alert to signs that a student might be suffering from mental health issues. Mental health issues come in many forms and manifest themselves in a wide range of ways including: · Resilience, self-esteem and confidence worries; · Stress, anxiety and depression; · Eating disorders; · Self-harm; · Suicidal ideation.

Section 2 - Statement of Intent, Approach to Mental Health & Wellbeing, and Mental Health & Safeguarding

Early intervention to identify issues and provide effective support is crucial. CSS has a role in supporting and promoting mental health and wellbeing. There are four main waves of intervention that would be worked through, but in more serious situations, intervention may be at a higher level in the first instance. It can be summarised as:

1. Prevention: creating a safe and calm environment where mental health problems are less likely; improving the mental health and wellbeing of the whole school population; and equipping students to be resilient so that they can manage the normal stress of life effectively. This wave of intervention can also be called the 'universal/core offer' and would be appropriate for all students, staff and families to engage with. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and the wider whole school ethos; upskilling families through school guidance/talks; signposting families to external agency workshops and courses; implementing a curriculum for staff to follow which promotes a culture of prevention and self-care.

2. Identification: recognising emerging issues as early and accurately as possible, this could be through a safeguarding concern being reported by the child, a friend, a member of staff or a family member or noticing a change in behaviour/other concerns raised around attendance, punctuality, behaviour etc. Discussions with families, teaching staff and SEND/Pastoral teams would take place to determine the level of mental health need and whether the student requires intervention beyond the 'universal/core offer' of support.

3. Early support: helping students to access evidence based early support and interventions both in school and through external providers. This could be through:

- Support from the TCA Prosper provision.
- Support from the TCA Life Coach.
- Support from the TCA Counsellor.
- Support from a TCA staff mentor.
- Referral to the Trailblazer Mental Health Support Team.
- Referral via Thriving Kirklees to CAMHS.
- Referral via Thriving Kirklees to school nurse (0 – 19 practitioner).
- Discussion with family and friends about how they can support the student.
- Suggesting a GP appointment to discuss other health and wellbeing factors that are contributing towards requiring extra support in managing the student's mental health.

4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment. This could be through an escalation due to limited impact from previous 3 waves of intervention or in reaction to a crisis/disclosure which would put the student at risk of significant harm to themselves or others.

Section 3 – Implementation and Support Mechanisms in Academies and Externally

We will have a strong ethos and culture around promoting positive mental health and wellbeing amongst students and staff. This could be seen through up to date displays and posters around the topic of mental health and wellbeing and through students being encouraged to reflect on their own thought processes and self-help strategies during form time activities; skills for life lessons; assemblies and wellbeing events in school.

Should a student have a concern about their own or a friend's mental health and/or wellbeing they will be encouraged to seek support by:

Talking to a trusted friend, family member or adult about how they are feeling;

- Identifying the main worries or problems they are facing and consider how to effectively manage those feelings; use information that is shared with them e.g. in school planner, assemblies or drop-down days;
- Seek support from staff in school where this is needed. In the first instance this support and guidance could come from their class teacher or Student Manager - this will most likely be a member of staff who they are comfortable talking to;
- Access universal online support through websites and helplines such as: o childline.org.uk 0800 1111

To make sure students receive the support they need, CSS leaders will:

- Help class teachers and associate staff to understand their role under their safeguarding responsibilities as they might need to seek support from the pastoral team/log a safeguarding concern if they are worried about a student's wellbeing;
- Ensure emotional wellbeing guidance and further information is widely available, shared in assemblies and during SMSCD sessions.

Section 4 - Staff Training and Supervision

All staff at CSS are supported to be confident in their knowledge of mental health and wellbeing so they can promote and model through their teaching, work life balance and the curriculum plan. The report of the Children and Young People's Mental Health and Wellbeing Taskforce recommends that staff working with children and young people in universal settings, including schools, should "receive training in children and young people's development and behaviours but should not be expected to replace specialist services." (PHE, 2015) Some members of CSS school pastoral teams or wider staff body may be trained mental health first aiders who support and train the wider staff body to be able to identify mental health needs early in children and know what to do and where to get help. Annually, through safeguarding and wider training, all staff are given information about 6 mental health and wellbeing in students and are given the opportunity to ask questions and seek support.

Staff are reminded regularly to treat mental health and wellbeing issues seriously and report concerns immediately to the most relevant staff member who can support the student, if it is not the identifying staff member themselves. Staff who deal with issues of mental health and wellbeing will also be offered adequate and regular supervision opportunities to ensure any impact it has had on them as a professional are addressed and to ensure that the right services and agencies have been considered in regards to the support offered to the student.

Section 5 - Mental Health and Impact on Behaviour & School Exclusions

Students with mental health needs require urgent support from early years education, through school and further education to avoid exclusion.

New research has concluded that a "swift response is needed, finding that young people with mental health difficulties were more likely to be excluded and also suffer ill-effects from exclusion and there are gender differences in the relationship between mental health and exclusion. Boys who entered school with poor mental health are at high risk of exclusion in primary school, which prompt assessment and intervention may prevent.

As part of CSS's commitment to supporting all students to achieve their personal best, as part of its behaviour policy, it is imperative that a child's mental health and wellbeing needs are being met if there are behaviours being exhibited which are causing disruption in lesson or around school. Mental health needs will always be considered when deciding on whether to exclude a child and in any subsequent re-integration plan.

Section 6 - Mental Health and Impact for Students with a Special Educational Need or Disability (SEND)

In the SEND Code of Practice (2015) it states that, “Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, selfharming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

The SEND Code of Practice no longer includes ‘behaviour’ as part of this category of need. The reasoning is that a child’s behaviour is perceived as a communication about the child’s state of mind and may be caused by a variety of factors such as: anxiety, sensory overload, trauma. Under the Equality Act (2010) it legislates that schools should make reasonable adjustments to avoid children with disabilities being disadvantaged, including providing extra support, aids and services and not directly or indirectly discriminate against, harass or victimise children with disabilities through school practice. At CSS, we know that it is important a student’s SEND need is understood and this forms part 7 of a wider understanding of that individual student’s Social, Emotional and Mental Health (SEMH) needs to avoid discriminating a student with a SEND need from accessing appropriate mental health and wellbeing support.

Section 7 - Types of Support for Mental Health & Wellbeing

Below are various types of support that TCA students may be able to access; some CSS academies will have additional or amended versions of these support mechanisms in place that are appropriate to their specific context and the need of their students.

In School support:

- Daily check-in
- Safe space
- Time out card
- Break/lunch time support
- One-to-one session
- Group session
- Drawing and Talking Therapy
- Individual Support Plan (ISP)
- My Support Plan (MSP)
- Bridge intervention

External support

Trailblazer Mental Health Support Team

- Kooth.com online counselling service
- Chat Health text service 07520 618866
- Thriving Kirklees – ChEWS/CAMHS
- Thriving Kirklees - school nurse (0 – 19 practitioner).
- GP
- A&E

- NHS 111

All staff have a responsibility to support student mental health and wellbeing. Any member of staff can refer a student to the management

1. VERSION HISTORY

Issue Date	Version Number	Approved By
September 2022	1.0	Head Teacher