



Pupil mental health and wellbeing policy



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1. Aims

At Dereham Neatherd High School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and all other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources
- Co-produce a shared vision about our approach to mental health and well-being with our families.

This policy was written in consultation with our staff, our pupils and supportive professional organisations such as the Mental Health Support Teams.

We also sought feedback from parents at our SEMH Information Evening in November 2023. The following policies may also be read alongside it:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy

2. Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)
- Promoting and supporting mental health and well-being in schools and colleges – Government guidance

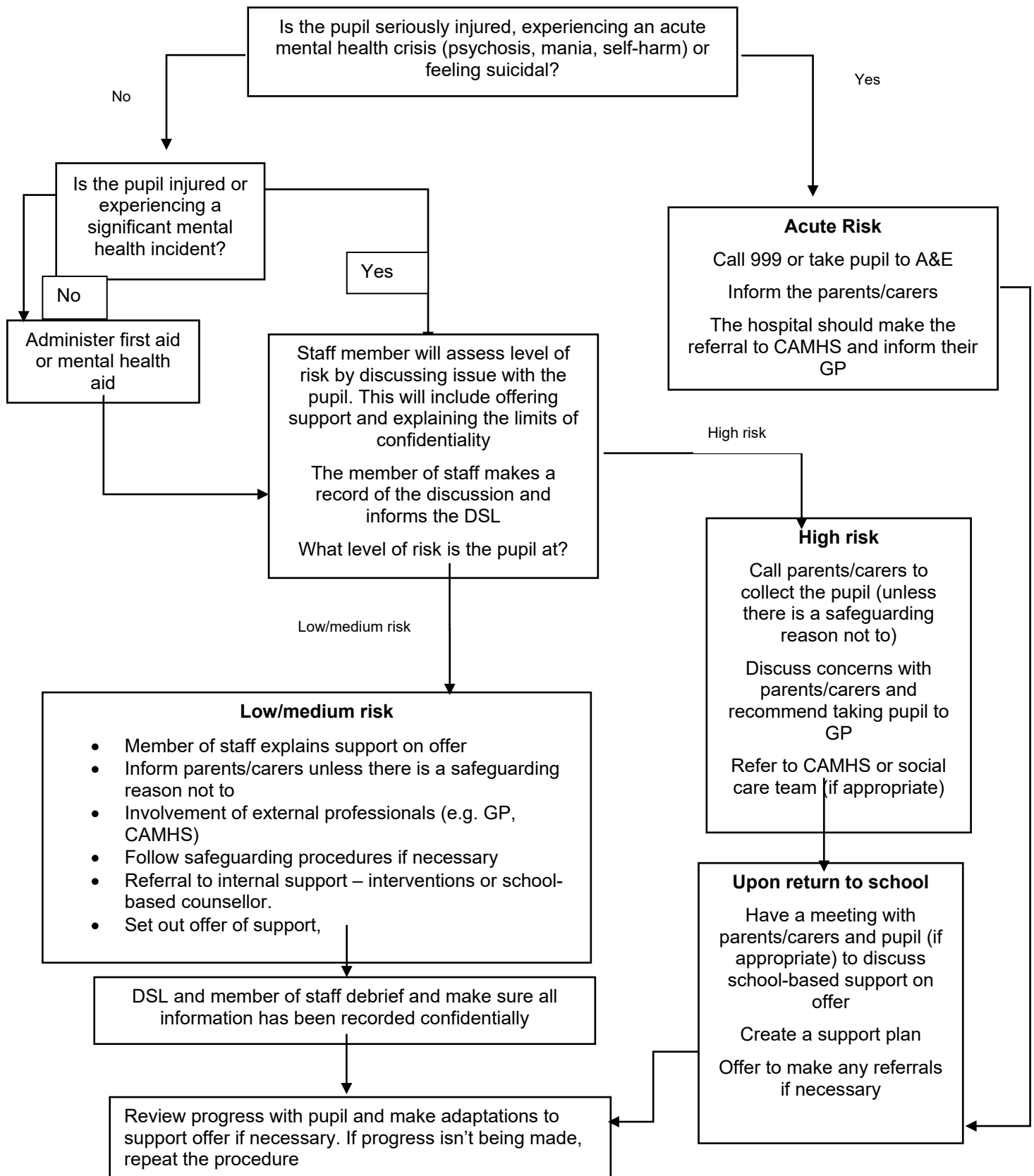
3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform both the pastoral and SEND team and consider making a safeguarding log.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Strategic Mental Health Champion/ SENDCO/ Lead DSL – Nick O'Brien
- Mental Health Practitioner – Jill Emanuel
- Joint Lead DSL – Alison Thompson
- Deputy SENDCO – Fiona Parker
- Attendance lead – Hannah Beard

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and log concerns on BROMCOM. When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff
- Whether or not you have informed parents/ guardians

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question
- If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to request consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case discussions of the professional dialogue and decision making will be made on the safeguarding log.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff responds and offers support where appropriate
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL team
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the DSL team
6. The DSL team will inform the parent/carers (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, Society and Ethics lessons and mental health awareness days
- Signposting all pupils to sources of online support
- Having open discussions about mental health during lessons, good role-modelling
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health – pupil panels etc
- Monitoring pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire
- Having a member of the leadership team as mental health champion with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through heads of year
- Having a trauma informed charter

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SENDCO, deputy SENDCO and Mental Health Practitioner will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. See appendix One – our SEMH Provision Menu

8.4 Individual Plans or Passports

A pupil will be offered a Learning Plan or Passport if they have long term SEMH concerns which impact upon their learning and/or well-being. They are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's plan or passport will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency (if appropriate)

8.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- The Mental Health Support Teams
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

As a school we can take no responsibility for the waiting lists of other organisations and/ or professionals.

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in Society and Ethics, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, a Learning Plan or Passport will be created in collaboration with parents/carers (see section 10.4).

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

11. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Mental Health Practitioner will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our Society and Ethics curriculum

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating
- We have a Charter on our approach to Trauma Informed Schools (appendix 2)

12.3 Responding to Feedback

In pupil and parent panels we have been told that the following things cause toxic stress in school:

1. Regular referrals to exams in lessons
2. Talking about whole class sanctions
3. Pupils and adults shouting
4. Crowded corridors and stairwells
5. Cold-calling without support

13. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions to certain key staff
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme - trust CIC programme

15. Monitoring arrangements

This policy will be reviewed by Nick O'Brien every two years. At every review, the policy will be approved by the LGB - governing board.

Appendix One: SEMH Provision Menu

SEMH (Social, Emotional and Mental Health)		
Classroom strategies	SEND team intervention	External agencies
<ul style="list-style-type: none"> • Clear and calm classroom routines and expectations • Visual prompts as reminders of rules and routines • Short, clear instructions • Scaffolding, work modelled using a visualiser • Structure, organisation and predictability in lessons • Build Positive relationships with YP. Celebrate what they are good at. Golden tickets and house-points • “Catch the young person doing something good” • Careful use of seating plan • Model how to ask for help in the classroom • Giving YP responsibility in the classroom to increase self-esteem • Effective behaviour management • Clear proactive use or reminder – warning before use of sanctions. Labelling the behaviour, not the young person • Avoid constantly talking about sanctions and rewards. 	<ul style="list-style-type: none"> • 5 mins time out cards • Movement break cards • The LINK as a “calm down” space • Use of LINK before school • Use of LINK at break and lunchtime • Key adult/ team for each YP • SEND team trained in trauma informed strategies. Regular use of PACE • SDQ, Core 5, ACES to identify need and monitor intervention • Lego Therapy @ form-time • Form-time Mentoring with a TA • Check-ins with Mental Health Practitioner • 1:1 support from Mental Health Practitioner, six sessions + check-ins (anger management, CBT) • Learning plan or passport meeting with SENDCO/ deputy. • Life-skills course at GCSE • In extreme cases: reduced timetables, time in the LINK 	<ul style="list-style-type: none"> • 1:1 support for mild/ moderate mental health from Mental Health Support Teams. • Support from EPSS, Naomi Kitchen, 1:1 sessions, six sessions and report • Educational Psychologist Visit, EPSS. • Support from Respectrum, Helen Gifford, 1:1 sessions, six sessions and target setting. • Mentoring, 1:1 from Paddy Venner • KICKS, mentoring from Norwich City Community Sports Foundation • Alternative Provision • School 2 School Support • Seek Specialist support from referrals to appropriate services: Early Help, Norfolk and Suffolk NHS Foundation Trust, Supporting Smiles.

Appendix Two:

Trauma Informed Charter:

- We are committed to ensuring that all pupils feel **safe** (emotionally and physically) in school. We strive to create a culture that **promotes positive mental health**.
- There is whole school awareness of the **impact of ACEs (Adverse Childhood Experiences) and toxic stress** on learning and behaviour. We acknowledge that a pupil cannot learn, concentrate and attend if very stressed. We make an effort to learn about the young people in our care. Sensitive information is shared carefully.
- There is a whole school commitment to relate on a daily basis to all pupils in ways that **soothe, calm and reduce toxic stress**. Wherever possible relationships are consistently and clearly **warm and positive**.
- There is a commitment to **supporting staff** on a daily basis in ways that soothe, calm and bring down toxic stress. Staff use **PACE (Play, Acceptance, Curiosity, Empathy) techniques – increasing cues of safety**.
- **Relationships within the school are strong** and every pupil has a **trusted adult** they can speak to when necessary. Students who are identified as having experienced ACEs have more regular access to trusted adults.
- Interventions are clearly based **on promoting social engagement and relationships**. We look to find the root causes of anti-social behaviours and encourage an increase in pro-social behaviours.
- Senior leaders give **meaningful praise** and ensure good practice is celebrated.
- We provide pupils with **age appropriate psycho-education** to make informed choices throughout their lives.
- We understand that as a school we cannot solve all of the problems in the world. We rely on the **timely and effective intervention of other professionals** and services at times.
- **Calm and orderly corridors**, classrooms and playgrounds are also crucial to supporting mental health and creating a positive and safe atmosphere.
- Permanent exclusion is always regrettable and a last resort but is at times the right decision for both the pupil and the whole school community. There is a trauma in being around young people that display acts of violence and aggression and continually disrupt learning. **Everyone has the right to feel safe and to learn**.