



## **CRAMLINGTON LEARNING VILLAGE**

### **MENTAL HEALTH AND WELLBEING**

<b>Document Title</b>	<b>MENTAL HEALTH AND WELLBEING</b>
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<b>Date Approved</b>	<b>February 2020</b>
<b>Approved by</b>	<b>Headteacher</b>
<b>Date of Review</b>	<b>February 2021</b>

## **Policy Statement**

Cramlington Learning Village promotes the mental and physical health and emotional wellbeing of all its staff and students. Health and Wellbeing is at the forefront of the School's PSHE programme and promoting good mental health is a priority. The school actively encourages students and staff to look after their mental health and encourages students to discuss any issues relating to emotional wellbeing without fear of stigma.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Our role in school is to ensure that students are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that students 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.

One in ten young people between the ages of 5 and 16 will have an identifiable mental health issue at any one time. By the time they reach university this figure is as high as 1 in 6. Around 75% of mental health disorders are diagnosed in adolescence (source: [www.youngminds.org.uk](http://www.youngminds.org.uk)).

## **Our Aims**

Our aim is to help develop the protective factors which build resilience to mental health problems which enable students to 'bounce back' if they have set backs or experience difficulties in their lives.

Cramlington Learning Village aim to be a school where:

- That students and staff in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.
- Students feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.

## **We pursue our aims through a Whole School Approach**

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". Mental health and wellbeing is not just the absence of mental health problems.

We take a whole school approach to promoting positive mental health that aims to help students become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping students to develop social relationships, support each other and seek help when they need it.
3. Helping students to be resilient learners.
4. Teaching students social and emotional skills and an awareness of mental health.
5. Early identification of students 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 their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

We believe the School has a key role in promoting students positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Campaigns and assemblies to raise awareness of mental health.
- Transition programmes
- Class activities
- Rewards
- BU Programme
- Inspire 11
- The Bridge
- Wellbeing Days – whole school focus on mental health and support
- Displays and information around the School about positive mental health and where to go for help and support
- Staff mental information
- Small group activities
- Nurture groups
- Thrive Programme
- Teaching about mental health and emotional wellbeing Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

## Student Voice

The school's student council/leadership team have identified key qualities that are fundamental to good mental health and wellbeing (updated 2019):

- Time to enjoy hobbies and activities for enjoyment
- Emotional resilience and the ability to bounce back
- #no bystanders
- Firm boundaries following the Cramlington 10
- Pay it forward – random acts of kindness
- Easy access to support
- Staff/parents working together with students
- Eating healthily at regular times

They see students as having a responsibility for their own and others mental health by being aware of how their actions and words can impact others.

## Staff Responsibilities

School staff should be aware of warning signs which indicate a student or member of staff 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 the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Possible warning signs include:

- Changes in eating / sleeping habit
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

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 in order to enable them to keep students safe.

The MindEd learning portal 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 pupils.

## Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE

### Staff with Specific Responsibility

Safeguarding Lead is the first point of contact with mental health services, and makes individual referrals to them. We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some students will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

### Sources of relevant support include:

- Our own Senior Leadership Team
- Our own Pastoral Care
- Our Safeguarding/Child Protection Lead
- Our mental health Lead
- School support staff employed to manage mental health needs of particular students
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse

### Child Protection Responsibilities

Cramlington Learning Village is committed to safeguarding and promoting the welfare of children and young people, including their mental health and emotional wellbeing, and expects all staff and Governors to share this commitment. We recognise that students have a fundamental right to be protected from harm and that students cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon.

'Every pupil should feel safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing' (Every Child Matters, 2004, DfES).

The School has appointed a Governor and a senior member of staff (Mental Health Lead) with the necessary status and authority to be responsible for matters relating to child protection and welfare. Parents are welcome to approach the Designated Person if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's Learning Guide or Head teacher who will notify the Designated Person in accordance with these procedures. In addition to the child protection measures outlined in the School's Safeguarding (Child Protection) policy, the School has a duty of care to protect and promote a child or young person's mental or emotional wellbeing.

### Mental Health Lead

The school has an appointed a designated Mental Health Lead who Oversees the whole school approach to mental health and wellbeing, including its reflection in behaviour and curriculum policies, how staff are supported and how pupils and parents are engaged

- Supporting the identification of "at risk" children
- Having knowledge and links with local mental health services and referring children to them when appropriate
- Oversight of any interventions being delivered in the school
- Supporting staff who are in contact with children with mental health needs
- Overseeing the outcomes of interventions on children's education and wellbeing

### Procedures

Figure 1 outlines the procedures that are followed if staff have a concern about a student, if another student raises concerns about one of their friends or, if an individual pupil speaks to a member of staff specifically about how they are feeling.

### Confidentiality and Information Sharing

Students may choose to confide in a member of school staff if they are concerned about their own welfare or that of a peer. Students should be made aware that it may not be possible for staff to offer complete confidentiality. If a member of staff considers a student is at serious risk of causing themselves harm then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on a member of staff to do so.

### How the policy was developed and who was consulted

The development of this policy was led by the Deputy Head Teacher, Mental Health Lead, (Assistant Head and Safeguarding Lead and PSHE Coordinator.

In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.

Resources that the school uses to inform best practice are:

HM Government (2011), No Health without Mental Health, Department of Health Websites

Young Minds: <http://www.youngminds.org.uk/>

Child line: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Stem4: <http://www.stem4.org.uk/>

Royal College of Psychiatrists:

<http://www.rcpsych.ac.uk/expertadvice/youthinfo/parentscarers.aspx>

This Policy was produced in consultation with children, staff, parents and carers

Student School council gave their views on what to teach and the best ways to teach about mental health.

Parents and carers were invited to a consultation meeting and gave their views on what they wanted their children to be taught and what support would be helpful.

Staff to discuss the draft policy at a staff meeting.

Figure 1

<b>Cramlington Learning Village Support</b>	<b>Referrals:</b>		<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 4</b>
<ul style="list-style-type: none"> <li>● Learning Guides</li> <li>● Pastoral Team</li> <li>● Intervention Staff</li> <li>● The Bridge – nurture group/self esteem/social interaction</li> <li>● Inspire 11</li> <li>● BU Programme</li> <li>● School Councillor</li> <li>● Youth Service</li> <li>● Support Staff (Mandy White/Susan Gibson)– Trained CACHE Level 2 certificate in Understanding children and young people’s mental health</li> <li>● School nurse drop in</li> </ul>	<p>Early Intervention HUB referral Early Help Family Support (EHFS) referral</p>	<ul style="list-style-type: none"> <li>● School Health Team</li> <li>● Health Advisors</li> <li>● Behaviour Support</li> <li>● ASD support</li> <li>● Cygnus Support 13+</li> <li>● Talking Matters 16+</li> <li>● Mosaic</li> <li>● Sorted</li> <li>● Escape</li> <li>● Grace – Rape Crisis</li> <li>● NDAS – Northumberland Domestic Abuse Service</li> <li>● Early Help Family support</li> <li>● Blyth Youth link mentor</li> <li>● Parenting</li> </ul>	<ul style="list-style-type: none"> <li>● Primary Mental Health Service (PMHS)</li> <li>● Family Aid (must be referred by Children’s services)</li> <li>● EWO</li> </ul>	<p>Children Young People Services (CYPS) Families First (must be referred by Children’s services) Missing from education team – Lyle Sim</p>	<p>Children and Young People’s Intensive Community Treatment Service (ICTS)</p>	



<ul style="list-style-type: none"> <li>● Possible school health groups – self esteem/friendships</li> <li>● PP mentoring programme – Y7-11</li> <li>● After school clubs</li> <li>● Attendance manager</li> <li>● Subject specific intervention/support</li> <li>● Designated teacher for LAC and pLAC</li> <li>● School health text messaging service</li> </ul>		<p>Workshops</p> <ul style="list-style-type: none"> <li>● Strengthening Families – groups</li> <li>● Triple P – groups</li> <li>● NAS – Northumberland Adolescent Service</li> <li>● YOS – Youth Offending Service</li> <li>● ESLAC – Education support for Looked After Children</li> <li>● ESLAC EP – Educational psychologist for LAC</li> </ul>			
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If a student is showing signs of depression and/or anxiety the school will support the student through a number of programmes within school with parent consent. If a student needs further support or the intervention in school is not enough to support them, the pastoral team will refer them to the HUB which is a panel of all support services that meet in a multi-agency meeting to discuss the student's health and further support that can be offered to them. They could also be referred to the EHFS if the family also needs support. The HUB or the EHFS team will then access further services for the student to work with. These are Tier 1 support such as Talking Matters, Health advisors or particular charities set up to support students with mental health concerns.

If the pastoral team are concerned and the student is at risk from serious harm they can refer them directly to CYPS. Depending on the concern CYPS will work with ICTS.