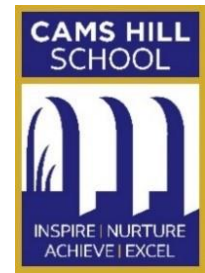


CAMS HILL SCHOOL
MENTAL HEALTH & EMOTIONAL
WELLBEING POLICY



Non-Statutory

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Policy Statement

“Mental health is a state of wellbeing 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.” (World Health Organisation)

At Cams Hill School we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils’ 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.

This policy is a guide to all staff-including non-teaching and governors-outlining Cams Hill School’s approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

Aims

- Promote positive mental health and emotional wellbeing in all staff, pupils and Governors.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Provide support to staff working with young people with mental health issues.
- Provide support to pupils suffering mental ill health and their peers and parents/carers.
- Raise awareness amongst staff and gain recognition from the Senior Leadership Team (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 pupil’s welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Whilst **all staff** have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Pippa Newman - Associate Assistant Headteacher/Head of Year/Mental Health Lead
- Casey Dugan - Pupil Wellbeing Lead
- Sara Brooker - Designated Safeguarding Lead
- Aly Potts - Assistant Headteacher pupil culture; inclusion; standards, progress and achievement
- Sophie Haynes, Jane Braisher, Jayne Hale, Lauren Robinson, Amy Kendall, Michael Townsend, Kristieanne Gibbs, Jordan Anderson-Poore, Samantha Seve - Heads of Year and Assistant Heads of Year
- Andy Haines - SENDCO
- Andy Haines, Fay Axelsen - Designated Teachers for LAC (Looked After Children)
- Kirsty Neil, Nora Pearson – ELSA’s (Emotional Literacy Support Assistants)
- Debbie Johnstone, Jayne Hale – Nexus Academy Staff
- Medical Room – Nicole Parrott

Please note:

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the appropriate Tutor, Head of Year or Assistant Head of Year.

If there is a concern that the pupil 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.

Individual Pastoral Support Care Plans *(see blank care plan – Appendix 1)*

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support, either through Child and Adolescent Mental Health Services (CAMHS) or another organisation, it is recommended that an Individual Care Plan should be drawn up by the Year Team.

The development of the plan should involve the pupil, parents/carers, and relevant professionals where possible. 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
- The role of the school and the role/actions of specific staff working with the pupil e.g. tutor, teacher, Head of Year

Teaching About Mental Health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our Personal Development Learning and Citizenship (PDLC) curriculum.

Teaching staff delivering the new Relationships & Sex Education (RSE) national curriculum teach children about mental health and emotional health, both safely and sensitively. In addition to this, we have focus days and focus weeks working alongside the mental health awareness calendar and in tutor time there are further enrichment opportunities to learn about mental health and managing wellbeing. Incorporating this into our curriculum is a good opportunity to promote pupils' wellbeing through development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

In addition to the PDLC programme and tutor time wellbeing activities, there are also the following areas where mental health and wellbeing can be a focus:

- Enrichment Days
- Weekly Assemblies
- Focus weeks driven by the mental health awareness calendar e.g. Mental Health Awareness Week; Hello Yellow

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 (e.g. noticeboards, tutor bases, year offices, Nexus Academy, school council) and through our communication channels (weekly messages, Christmas Newsletter, Guide to improve mental wellbeing, website, Facebook and Twitter), we will share and display relevant information about local and national support services and events.

- What help is available
- Why they should access support
- Who the support is aimed at
- What is likely to happen
- How to access the support

Sources or Support at School and in the Local Community

The support available at the school is as follows:

Upturn – A listening service run by Solent Mind, Upturn helps pupils with general mental health problems as well as those struggling with concerns such as low self-esteem, anger, anxiety, depression and self-harm. Referrals for Upturn are open to anyone and can be made internally through the school or externally through parents and carers.

Applecross Psychotherapeutic Services – Georgia Swift from Applecross Counselling is a certified counsellor who works 1:1 or in small groups with high risk and vulnerable pupils who need further support in school. Referrals are made through the Heads of Year/Assistant Heads of Year or Mental Health Leads.

Y Services – Y Services are a listening service that offer 1:1 sessions with pupils struggling with difficulties such as low self-esteem, anger, anxiety, low mood and self-harm. Information about Y Services is regularly communicated to pupils through their Tutors and Year Team, and referrals are made internally. However, they also work in the local community so there are several drop-in services at other locations that are available to pupils.

ELSA (Emotional Literacy Support Assistant) - ELSA provision provides tailored 1:1 or small group support for pupils who are experiencing a wide range of social, emotional or mental health difficulties. ELSA's are trained by Educational Psychologists from within Hampshire Education Service. Sessions take place either weekly or fortnightly and typically last for 30-60mins, depending on the individual need of each pupil. All sessions are confidential and give pupils the opportunity to talk to a key adult within school. Referrals are made through Heads of Year/Assistant Heads of Year or via the school Mental Health Leads. Parent/carer consent is usually required before sessions commence.

Martin Doyle – Martin is a volunteer from Fareham Community Church who offers mentoring support to pupils. Referrals are made through HOYs or Mental Health Leads and are open to anyone who may benefit from a mentor.

Geoff Ellis – Geoff comes into school on a voluntary basis with his assist dog, Delilah. He offers in school mentoring for pupils. Referrals are made through HOYs or Mental Health Leads.

Mrs Farmer and Ms North – members of staff who offer in school mentoring for pupils who need some extra pastoral support. Referrals made through Heads of Year/Assistant Heads of Year or Mental Health Leads.

Miss Dugan – Pupil Wellbeing Lead/Assistant Whole School Mental Health Lead – oversees all mental health provisions in the school including dealing with referrals, timetabling sessions and contacting external agencies. She liaises closely with Heads of Year/Assistant Heads of Year to ensure all pupils are accessing some form of additional pastoral care if needed. Miss Dugan offers 1:1 sessions for pupils experiencing a range of difficulties such as anxiety, low mood and low self-esteem.

Both school staff and parents/carers can request extra support for pupils and referrals will be dealt with through Heads of Year/Assistant Heads of Year and Mental Health Leads.

Anxiety Workshops – workshops around anxiety, its causes and coping mechanisms and skills are offered to every year group and are run by Miss Dugan and Mrs Parrott (Health and Wellness Officer) with input from the school nursing team.

Mindfulness and Yoga – mindfulness and yoga sessions are run in school by Mrs McBride (maternity leave), Mrs Williams and Mrs Trend (Governor). There are countless studies proving the effectiveness of mindfulness in reducing anxiety and stress, improving awareness of emotions and generally promoting positive wellbeing.

Social Media - the school runs a mental health and wellbeing social media account on Twitter (@CHSMentalHealth) in which it shares ways pupils, parents/carers and staff can help themselves and others, and increase mental health awareness generally. It is also used to connect with other schools, organisations and charities to share resources and destigmatise talking about mental health, creating an atmosphere of trust and openness in the Cams Hill community. Other Twitter accounts that regularly promote mental health and wellbeing strategies include @camsgeog; @camshillht and @teenyogaclaire.

Regular Communication Home – there are regular communications sent home to parents/carers to give information and guidance on understanding and improving mental health and wellbeing. Examples include the Guide to Improve Mental Wellbeing and the Christmas Newsletter on how to stay safe and healthy over the Christmas period. Information can also be found on the school website www.camshill.com. There is also an email address that parents/carers can contact should they have questions or information to share. The address is mentalhealthsupport@camshill.com.

Assemblies and Resources easily accessible - from mindfulness colouring tasks to our internal 'Guide to Improve Mental Wellbeing' and to our assemblies around mental health; parents/carers, pupils and staff are able to easily access resources that give information and guidance on ways to support their mental health and wellbeing.

Wellbeing Postbox – pupils all have access to a postbox to post 'letters' if they feel as though they are struggling and need someone to talk to. Pupils are regularly reminded of the postbox and ways in which they can use it.

Display Boards – the school has multiple display boards that are used to destigmatise talking about mental health. They are also used to provide information and guidance on how to understand and improve their own wellbeing.

Nexus Academy – The Nexus Academy offers alternative curriculum options to some mainstream timetabled lessons for those pupils who are struggling with or may struggle with the traditional curriculum. Nexus offers alternative curriculum options, not a complete alternative curriculum. Nexus also offers support to pupils who

may have social, emotional or behavioural difficulties. They receive support in a quiet environment in a small group or on a 1:1 basis.

Tutor Bases and Heads of Year – all Heads of Year and the wider pastoral support team have received the one-day MHFA youth mental health training. There are also several other members of staff who have completed courses in basic mental health training, provided online through the Covid-19 pandemic. Heads of Year/Assistant Heads of Year and their team of tutors are very proactive in supporting the wellbeing and mental health of their year groups and are regularly researching ways to support their year groups as they know that support services are stretched. Where causes for concern are raised, there is regular communication with parents/carers, signposting to support, and referrals made where appropriate. Bespoke timetables are perhaps set up for those most vulnerable to meet individual needs. All staff, especially tutors, have a responsibility to promote mental health in schools. This is done through tutor time and wellbeing sessions each week where pupils can chat and engage with their Tutors on mindfulness activities designed to be social and focus on something other than the curriculum. There is a great deal of emphasis and encouragement to get pupils to chat with their peers and to occasionally complete a task together, like a difficult problem or a challenge.

Throughout the academic year there are focus weeks and days built into the weekly calendar, working alongside and complementing the national mental health awareness calendar. Assemblies on these focus areas are led by the Heads of Year and tutor activities throughout the week are given to Tutors/Year Teams to use and deliver with their tutees, further reducing the stigma around talking about mental health.

Pupils at Cams Hill know that they can come and talk to their Tutor or any member of staff about any issues or concerns they have. This is regularly communicated to our school community so pupils know we are always here to listen.

School Transitions and Sharing of Information

When pupils make the step-up and transition to a new school, such as from primary to secondary or secondary education to college, they can face a range of challenges to their mental health.

In the primary to secondary school transition phase, pupils in need of additional support for their mental health are raised to us via the Year 6 teachers and also parent/carer communication. The Year 7 team create a list of pupils who currently have ELSA and list recommendations for pupils who should continue to receive this support. This is achieved using a red, amber, green (RAG) process for the first set of referrals.

For any pupils in receipt of CAMHS support or other additional/private agencies, the Year Team keep a log of the information on the pupil profiles that the Head of Year/Assistant Head of Year generates. The pupil profiles of each tutor group are issued to tutors in early September. It is highly confidential as it contains primary teachers' notes/confidential information about pupils, but it ensures the tutors have full knowledge about the children in their tutor groups.

The Assistant Head of Year 7, also does regular check ins with the most vulnerable pupils throughout the first term and then continues with the pupils who need the most support. The team also supports parent/carers in finding the right support for their child if the need arises between leaving primary and joining Cams Hill in September. They encourage parents/carers to share any concerns with them via the pupil clinics which are run in the summer term or via email/phone.

The transition from secondary school to college is equally as supportive. Through close links and good working relationships with the local colleges that pupils go on to study at, the School will share any relevant information and support plans with the college to make sure that they have secure knowledge of the pupil and for the college to then ensure there is adequate support in place for the pupil when they start the next part of their education journey.

Local Support

In our local area, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing.

These partners 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.

<https://hampshirecamhs.nhs.uk/>

We have worked closely with CAMHS to support PACE (Parent and Carer Events). The last event was held in January 2020 at Cams Hill and future events are planned due to the success of this event (due to Covid-19 we were unable to host a PACE event in January 2021). The PACE event engages families in understanding the needs and difficulties that young people can face. The events help parents and carers to gain more confidence and knowledge about how to manage potential issues or concerns they may have about their young person. Workshops are run by experts in their field and include topics such as:

- Helping boost body image and self-esteem
- Managing ADHD
- Supporting a child with eating difficulties
- CARE (coping and resilience education)
- Teenage turmoil: Teenage development and mental health
- Crisis and self-harm
- Autism awareness
- Anxiety management

We also liaise with the **Hampshire School Nursing team** which works in partnership with the school along with our pupils and their families to ensure that pupil's health needs are supported within the school and their community. The School Nursing team is led by qualified nurses who have a Specialist Community Public Health degree. The team work closely with a number of other services including GPs, the Voluntary Sector, Youth Services and Hampshire Children's services. They can often signpost the school to the most appropriate organisation to help us.

Warning Signs

Staff may become aware of warning signs which indicate a pupil 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 the appropriate Head of Year, Sara Brooker (DSL) or Aly Potts (Associate Assistant Headteacher) all of whom have had the Youth Mental Health First Aid Training.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm 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 secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

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 CAMHS, the school nursing team, Solent Minds and Y-Services in supporting the emotional and mental health needs of our school community.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children and their parents/carers most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Hampshire CAMHS and other agencies services to follow various protocols including assessment and referral;
- Discussing options for tackling these problems with the child and their 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;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.

Managing Disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures will be recorded confidentially on the safeguard system, including:

- Date
- Name of the member of staff to whom the disclosure was made

- Nature of the disclosure and main points from the conversation
- Agreed next steps

Sara Brooker (DSL) has access to the safeguard system and will share this information with the appropriate member of staff.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil.

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 are going to tell them

Ideally consent should be gained from the pupil first, however, there may be instances when the information must be shared, such as pupils up to the age of 16 who are in danger of harm.

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 pupil. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents/carers must always be informed, but pupils may choose to tell their parents/carers 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 a reason to believe that they are at risk, or there are child protection issues, parents/carers should not be informed, and the safeguarding procedures of the school should be followed.

Whole School Approach

If it is deemed appropriate to inform parents/carers there are questions to consider first:

- Can we meet with the parents/carers face to face?
- Where should the meeting take place- some parents/carers are uncomfortable on school premises so consider a neutral venue if appropriate.
- Who should be present- pupil, staff, parents/carers etc?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent/carer, 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/carer to reflect and come to terms with the situation.

Signposting parents/carers 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/carers 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/agreed are added to the pupil's record and an individual care/pastoral support plan is created if appropriate.

Supporting Parents/Carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents/carers are aware of and have access to 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 (websites, newsletters etc);
- Offering support to help parents/carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners (e.g. CAMHs PACE event); and
- Ensuring parents/carers living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. We recognise that this might involve liaison with family support agencies.

Supporting Peers

When a pupil is suffering from mental health issues it can be a difficult time for their friends who may want support but do not know how to access that support or what it may look like. To keep peers safe, we will consider on a case by case basis, which friends may need additional support. Support will be provided in a one to one or group setting and will be guided by conversations with the pupil who is struggling and their parents/carers 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

Training

As a minimum all staff will receive regular training about recognising and responding to mental health issues as part of their Continuing Professional Development (CPD) to enable them to keep students safe.

All members of the care, guidance and support team, along with some members of SLT, have received the Youth Mental Health First Aid training. Miss Dugan regularly attends webinars and online training to strengthen her knowledge on mental health and this is subsequently disseminated to staff.

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 to developing situations.

Policy Review

This policy will be reviewed every 2 years as a minimum. Any personnel changes will be implemented immediately.

Appendix 1 – Blank copy of an Individual Care Plan



INDIVIDUAL PASTORAL SUPPORT

CARE PLAN Cams Hill School

To be completed for pupils at Cams Hill School requiring support in school.

Staff Member Completing Plan	Job Role	Date Completed	
Name of Pupil			
Date of Birth			
Tutor Group			
Reason for Care Plan:			
Needs to consider when creating plan:			
Support to be put in place for the pupil	How this is being done	Staff to oversee	Pupil's thoughts

Staff Member Name:

Signature:

Date: