



Holy Trinity Academy

Mental Health and Well-being policy

Commitment to review

This policy will be reviewed annually.

Mental Health and Well-being policy - Document Status			
Date of policy creation	10 th September 2020	Holy Trinity Academy	HTA Pastoral
Date of policy adoption by Governing Body/Board/Proprietor	29 th September 2020		
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Rationale:

At Holy Trinity Academy, we want our students:

- To be motivated and enjoy learning
- Develop a range of skills and be mentally fit to equip them for a successful adult life, be independent and ambitious
- Be confident, happy and feel safe
- Be friendly, respectful. Caring and polite
- Experience success every day

Policy statement:

Mental health 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 her or his community. (World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

We aim to increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of young people, in particular with anxiety, self-harm, eating disorders, anxiety, depression, loss and bereavement.

Scope:

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with:

- Keeping children Safe in Education (2023)
- Child protection and Safeguarding policy
- Anti-Bullying policy
- SEND policy
- Attendance policy

The Policy aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers

Lead members of staff:

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

- Aisling Montgomery -Designated Child Protection/Safeguarding Lead
- Katie Handy - Mental Health Lead

Supporting students with mental health issues.

School is able to offer a number of services and signpost to others.

In School support:

- Form tutor
- Positive student/teacher relationships
- Social and Emotional aspects of learning, PSHE, most subjects.
- Pastoral Support Officers
- SENCo
- Mental Health Lead
- 1:1 intervention with Pastoral support officer and/or with the Mental Health Lead
- School Counselling service

Any member of staff who is concerned about the mental health or wellbeing of a student should refer to the students Pastoral Support Officer in the first instance using the CPOMs system. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer or their deputies.

Outside Agencies:

- BEAM
- Drop in with School nurse
- GP
- Child and Mental Health Services (CAMHS)

The basics of our Mental Wellbeing pathway at HTA:

1. All staff are responsible for supporting the basic needs of student's mental wellbeing
2. If staff feel they then need extra support, they will use CPOMs to communicate this concern with the students Pastoral officer
3. The pastoral support officer will then assess the need of the student, speaking with the student/parent where appropriate and assess the level of need. Intervention at this stage will be put in place if necessary.
4. Pastoral support officer If needed will then refer to the Mental Health Lead for furthermore tailored intervention.
5. A referral to BEEU will be completed if the need isnt able to met as a school. Evidence will be need to be collected.

Our whole school approach for supporting mental wellbeing needs is:

Assess, Plan, Do and Review.

Assess: If the need is None after PSO assessment then the student will be monitored.

If the need is Low or medium then the PSO will assess further on the best support.

If the need is High then this will be passed to the Mental Health Lead by the PSO or referred to the Mental Health Team.

Plan: Support decided upon

Do: Support completed

Review: Where is the student's level of need? Has the intervention supported the student? Does the student still need further support? (At this point the Mental Health Lead would offer continued/further support for the student)

Supporting staff who are working with students with mental health issues:

Holy Trinity Academy acknowledges that staff who are working closely with distressed students exhibiting mental health problems like self-harm, eating disorders and depression can themselves be placed under emotional strain.

Support can be provided to all staff who request it in terms of management supervision and specific support students from the Mental Health Lead.

The school will provide a range of training in dealing with students with mental health concerns as well as how to promote positive well-being.

Warning signs:

School 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 communicate their concerns with the students Pastoral Support Officer.

Possible warning signs include:

- Physical signs of self-harm that are repeated or appear non-accidental
- Changes in eating or 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

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort being taught and age appropriate, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language, and confidence to seek help, as needed, for themselves or others. We aim to build a good level of resilience in all of our students.

We will follow the **PSHE Association Guidance** to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Confidentiality:

It is important to share disclosures with the students Pastoral Officer or the Mental Health Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of support.

Working with parents:

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. It can be shocking and upsetting for parents to learn of their child's mental wellbeing concerns and may need to give the parent time to reflect.

We should always try to offer further support or signpost to an outside agency such as BEAM or Kooth where appropriate/needed. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our mental health policy easily accessible to parents

- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home
- The use of the Mental Health and Well-being parent section on the school website
- Offering all parents the opportunity to take part in parent support sessions around mental health and wellbeing topics

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.

Monitoring and accountability.

The monitoring and evaluation of this policy will be carried out by the Mental Health Lead annually.