THE ROWAN LEARNING TRUST

**HAWKLEY HALL HIGH SCHOOL
MENTAL HEALTH POLICY**

**ADOPTED BY GOVERNORS AT THE MEETING HELD
8th JULY 2021**

CHAIR OF GOVERNORS: Miss J McGoran

HEADTEACHER: Mr M Klinck

Mission 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 Hawkley Hall High School, we aim to promote positive mental health for every member of our school community, staff and students. 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.
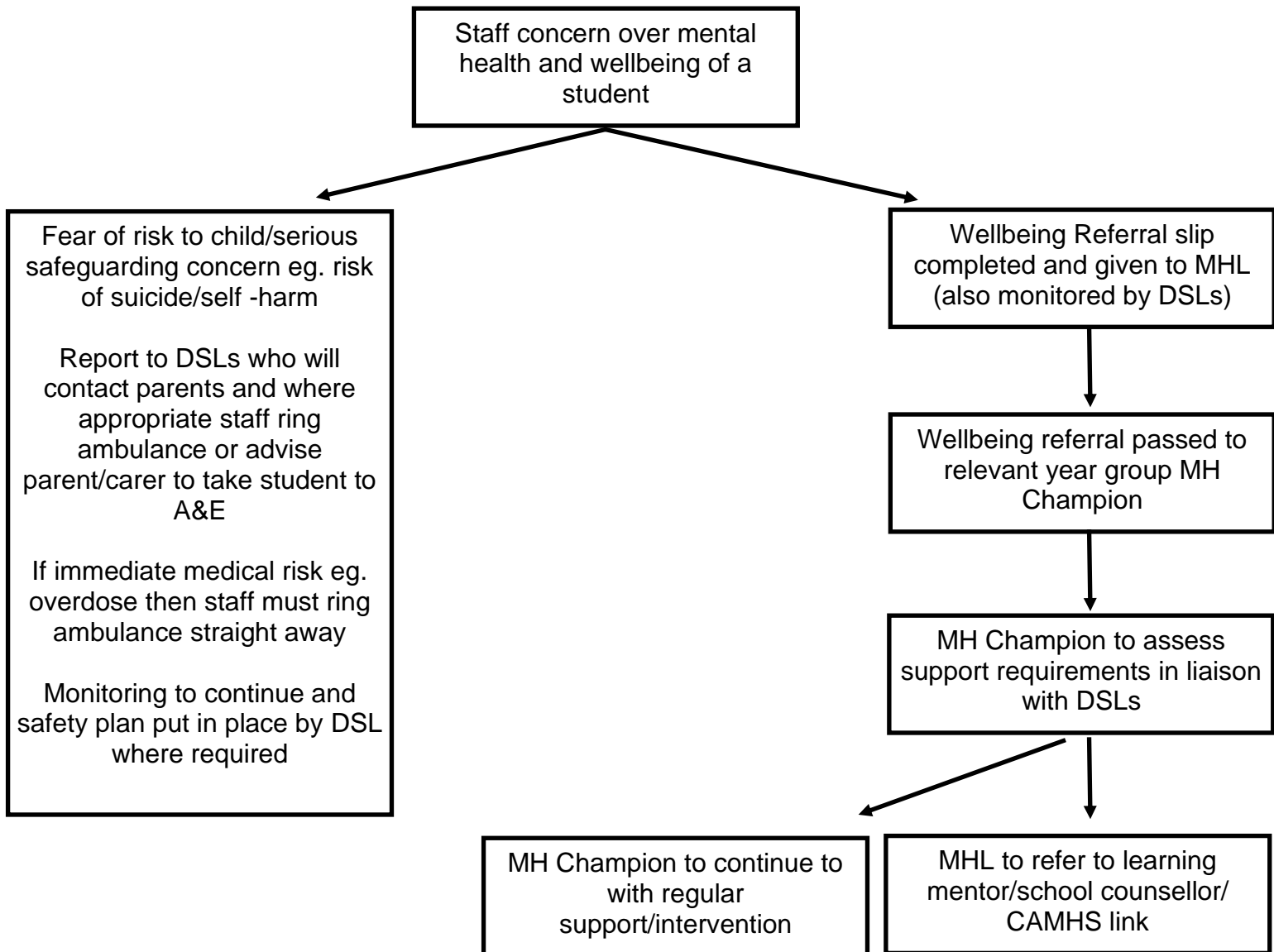
Lead Members of Staff
Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Chloe Ali – Student Wellbeing Lead

- Alison O'Brien – Assistant Headteacher/Lead Safeguarding Officer

- Laura Notere – Senior Pastoral Leader/ Deputy Safeguarding Officer

- Cathy Serjent – Deputy Safeguarding Officer

- Fiona Holmes – Head of Inclusion Faculty

- Miss Jo McGoran- Safeguarding Governor
- Claire Lambert- School Counsellor

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Mental Health Lead or HOY in the first instance. If there is a fear that the student is in danger of immediate harm due to mental health, then the usual child protection procedures should be followed with an immediate referral to the designated safeguarding officer. If the student presents a medical emergency for example an overdose, then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting the emergency services if necessary.

Mental Health Concern Protocol

Staff concern over mental health and wellbeing of a student

Fear of risk to child/serious safeguarding concern eg. risk of suicide/self -harm

Report to DSLs who will contact parents and where appropriate staff ring ambulance or advise parent/carer to take student to A&E

If immediate medical risk eg. overdose then staff must ring ambulance straight away

Monitoring to continue and safety plan put in place by DSL where required

Wellbeing Referral slip completed and given to MHL (also monitored by DSLs)

Wellbeing referral passed to relevant year group MH Champion

MH Champion to assess support requirements in liaison with DSLs

MH Champion to continue to with regular support/intervention

MHL to refer to learning mentor/school counsellor/ CAMHS link

➢1 in 6 school-aged children has a mental health problem. This is an alarming rise from one in ten in 2004 and one in nine in 2017. (NHS Digital, 2020)

➢1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.

The mental health of children and young people, adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Wigan Children and Young People's Services recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all
- a commitment to being responsive to children and young people's needs
- clearly defined mental health links in school policies
- clear guidelines for internal and external referrals
- strong links with external agencies to provide access to support and information
- a named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

A mentally healthy environment is a place where children and young people:

- have opportunities to participate in activities that encourage belonging
- have opportunities to participate in decision-making
- have opportunities to celebrate academic and non-academic achievements
- have their unique talents and abilities identified and developed
- have opportunities to develop a sense of worth through taking responsibility for themselves and others
- have opportunities to reflect
- have access to appropriate support that meets their needs
- have a right to be in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.
- hopefulness about opportunities and life's challenges

- persistent in achieving one's goals
- practical/realistic about goals as well as their strengths and weaknesses
- responsible for own personal behaviour
- respect own needs and the needs of others
- healthy self-esteem / positive self-concept
- healthy self-confidence
- ability to manage stress effectively
- ability to work productively
- support network (family, friends, mentors)
- healthy attitude towards life's problems and difficulties
- seeks help / advice when needed
- have confidence in student-teacher confidentiality

A mentally healthy environment is a place where staff:

- have their individual needs recognised and responded to in a holistic way
- have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- have recognition of their work-life balance
- have the mental health and well-being of the whole staff reviewed regularly
- feel valued and have opportunities to contribute to decision-making processes
- celebrate and recognise success
- are able to carry out roles and responsibilities effectively
- are provided with opportunities for CPD
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term.

A mentally healthy environment is a place where parents/carers:

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with schools and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with schools
- opinions are sought and valued and responded to
- strengths and difficulties are recognised, acknowledged and challenged appropriately.

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health
- support the needs of those struggling with mental health
- is valued for the role it plays in promoting positive mental health
- contributes towards the ethos of the school.

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. The

Engagement period, play, PSHE, nurture groups, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:
- will give schools a cohesive and co-ordinated approach to mental health
- should underpin all policies and practices currently used in schools
- will raise awareness as to how the whole school community can look after their own mental health and that of others
- will help to de-stigmatise mental health
- will support people and provide opportunities that enable everyone to reach their potential
- will strengthen relationships and provide opportunities for different ways of working
- will provide foundations for life-long learning
- will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges.

Internal Interventions

The following list are examples of interventions currently used internally with students who are experiencing mental health difficulties:

- One-to-one intervention with Mental Health Champions
- Group work
- Reduced timetable
- Time Out Cards
- Queue Jump Pass
- Stress ball/fiddle toy
- One to one intervention with learning mentor (limited, referral only)
- Counselling (Limited number, referral only)
- School nurse
- Self-soothe worksheets available with Student Support Officers (SSOs)

External Support & Signposting

Students experiencing mental health difficulties are often best supported with support both in and outside school. There are various mental health charities who provide helpful information for parents, and who offer tools to assist young people with their mental health outside school. The following resources can be helpful to review and are often signposted to students in school for support.

- GP – Your local GP is usually the first person to contact regarding concerns about a child's mental health.
- Childline – Free counselling for young people via phone or online.
- Mind – General mental health support and knowledge.
- Young Minds – General mental health support and knowledge.
- Samaritans – Suicide phone-line (116 123)
- A&E – Young people can be taken to A&E during a mental health emergency or crisis. They will then often be referred to CAMHs.

We will display relevant sources of support in communal areas such as form rooms, Student Support offices and toilets, and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Support Parents and Staff

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 own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings

- 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
- When possible, offer workshops for parents to attend regarding mental health concerns and practice.

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

Measuring impact:

This policy offers opportunities to measure the impact in a variety of ways:

- School policies,
- The school's ethos,
- Child/Staff/Volunteer well-being,
- Staff/Governor/class and school council meetings
- feedback from the whole school community via questionnaires and verbally, formally and informally,
- the number of external referrals, CAMHS link, Gateway. Health Service, Social Care,
- Wigan Family Welfare counselling service,
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' insets
- Induction and professional development of Staff and Volunteers.

Supporting children with mental health issues

- A robust Y6/Y7 transition programme
- Small group interventions
- Regular assemblies promoting and highlighting mental health and wellbeing
- Access to school nurses
- Social & Emotional Aspects of Learning (SEAL) in Personal Development curriculum
- Engagement activities – Mindful Monday
- Behaviour support
- Drop in access to on-site school counsellor
- Access to Student Leadership Group/ peer mentoring.
- Whole school Reflective Friday/ Thoughtful Thursday form sessions
- Access to year group based Mental Health Champions
- Access to learning mentors
- Access to a school counsellor to develop coping strategies

Outside agencies that support students includes:

- Child and Mental Health Services (CAMHS)
- Willow counselling
- Student Advocates
- Early Help process
- We are with You (Drug and alcohol team)
- Targeted Youth Support (TYSS)
- Emotional Trauma Service (ETS)
- CAMHS link

- TESS (Targeted Education Support Service)
- Educational Psychologist

The promotion of positive mental health for children and young people is everybody's business.