

Seaford Head School

Achieving Excellence Together



MENTAL HEALTH AND WELLBEING POLICY



One in ten young people between the age of 5 and 16 will have an identifiable mental health issue at any one time.

Green, H., McGinnity, A., Meltzer, H., et al., 2005)

By the time they reach university this figure is as high as 1 in 6. More than 50% of adults with mental health problems are diagnosed in childhood.

(Kim-Cohen, J., Caspi, A., Moffit, T., et al, 2009)

Definition of Mental Health

Mental Health is:

“The emotional and spiritual resilience which allows us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of wellbeing and an underlying belief in our own, and others, dignity and worth”.

Mental Health Promotion: a quality framework, Health Education Authority , (1997) London:HEA

Mental health impacts our thoughts and feelings about not only ourselves, but others, and how we are able to interpret them and their actions. Our students’ mental health has an impact on their ability to learn, interact with others, make, maintain and end relationships. It also has an influence on our students’ ability to manage themselves through significant life events and changes.

We believe that students who are mentally healthy are able to:

- Develop psychologically, emotionally, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

(MIND information unit 2006)

Aims

This policy aims to outline the school's approach to mental health issues in a number of ways:

- 1. Promoting positive mental health**
- 2. Identification of students with possible mental health difficulties**
- 3. Intervention to support students with possible or diagnoses mental health difficulties**
- 4. Links to Child Protection Policy**
- 5. Wider support for mental health and wellbeing**

1. Promoting positive mental health

People experiencing mental health difficulties can still experience discrimination and we work to de-stigmatise the perspective of students, staff and parents alike. This is done through a number of different methods. Firstly, we have a zero tolerance approach to discrimination or bullying due to someone's mental health. In addition we promote up-to-date knowledge and understanding on mental health illnesses with our PSHE Curriculum and seek to promote a cross curricular approach through all subjects, assemblies and form time.

We have adopted the Mental Health First Aid (MHFA) approach to supporting students with mental health difficulties and have a MHFA instructor within school.

The Mental Health First Aider's role is to:

1. Preserve life where the young person may be a danger to themselves or others
2. Recognise the symptoms of mental health problems
3. Provide initial help
4. Enable a young person to access appropriate professional help

It is **not** to provide therapy or diagnosis or replace the role of GP or Child Adolescent and Mental Health Services (CAMHS).

Using the MHFA as guidance the identifiable mental health illnesses that our staff are aware of:

Depression

Eating anxiety

Suicide

Psychosis

Eating disorders

Self-harm* (*although this is a behaviour not an illness it can be an indicator of emotional distress)

2. Identification of students with possible mental health difficulties

It is recognised that this generation of children have increased pressures on them and these start from a much younger age than those of previous generations. In addition to this, staff have an awareness of the potential risk factors that make some students more likely to experience ill mental health. They are also aware of the protective factors and those which make children more resilient.

Pastoral teams, including mentors and form tutors are offered additional training and supervision to enable them to have a heightened awareness of the individual vulnerability of students and the significant life events that can change their level of potential vulnerability. If this were to occur staff are encouraged to initiate the first stages of support. Pastoral teams will also take the lead on referring students internally for more specialist support, item 3.

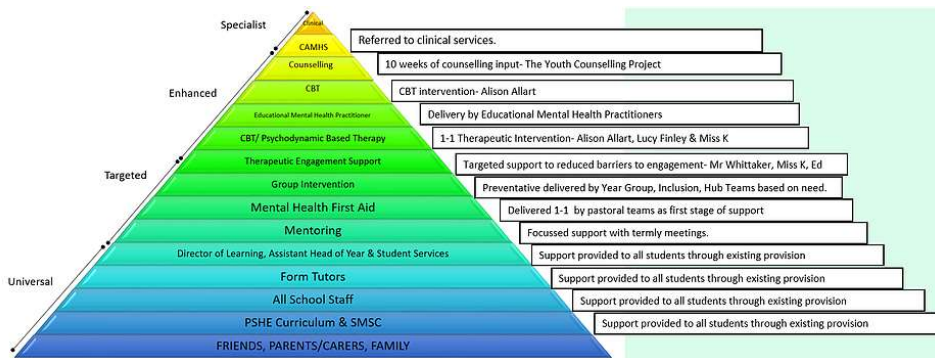
Form tutors, class teachers and support staff who students regularly play a key role in noticing changes in a student's appearance or demeanour, they are given skills and advice to support students wellbeing needs at a primary level. We regularly deliver training to our teaching and non-teaching staff on mental health as part of our INSET/Twilight sessions.

3. Intervention to support students with possible or diagnoses mental health difficulties

At Seaford Head School we have a huge range of support for all students. The diagram below shows the support available for Mental Health & Emotional Wellbeing.

We have a tiered approach to support young people making sure we can give support at the right level of wellbeing. For targeted and enhanced support students are usually referred in by year group teams, but any student can also email health@seafordhead.org to get support.

All our specific therapeutic services are confidential and operate under our 1-1 Policy (appendix C)



4. Child protection responsibilities

Seaford Head School is committed to safeguarding and promoting the welfare of children and young people and this includes their mental health and wellbeing. We expect all staff and volunteers to share this commitment. We recognise that “Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them.” United Nations Convention on the rights of the Child, Article 19). With this in mind 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 students’ concerns will be listened to and acted on.

In addition to the child protection measures outlines in the school’s Child Protection policy we have a duty of care to protect and promote our students’ mental health and emotional wellbeing.

5. Wellbeing of staff

Wellbeing for staff is led by a member of SLT who is responsible for overall staff wellbeing support and strategies.

Those staff who specifically deliver intervention around wellbeing for students are offered regular supervision with a trained clinical supervisor. Regular CPD and support is also given to all staff in order to support our students.



[Links to other school policies and curriculum](#)

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- RSHE
- Safeguarding
- Behaviour

Legislative requirements

The PSHE and RSHE Policy aims to reflect the vision and values of our school. It enables the desired outcomes for teachers, parents, pupils and the wider community of Seaford and surrounding areas. The policy is compliant with relevant legislation and guidance. These include, but are not limited to:

- [Education Act, 2002](#)
- [Education and Inspections Act, 2006](#)
- [Academies Act, 2010](#)
- [Equalities Act 2010 and schools](#)
- [Keeping Children Safe in Education](#)
- [SEND Code of Practice: 0-25 years](#)

This policy will be reviewed at least every two years to ensure that the policy continues to meet the needs of the school and the community it serves, ensures ongoing consistency with the school vision and ethos and that it remains in line with current DfE advice and guidance

School policy links

This policy forms part of a set of policies around students health and social development. These policies run alongside this policy to support and keep young people safe. Examples of relevant policies may include, but are not limited to:

- Safeguarding
- Equality and Diversity
- Behaviour
- Religious Education
- PSHE and RSHE

School curriculum links

Wellbeing is closely linked to all other curriculum subjects and initiatives. Examples of linked curriculum may include, but are not limited to:

- PSHE
- SMSC
- Science
- Ethics
- Citizenship

○ **Appendix A: ALGEE approach to supporting students**

ALGEE

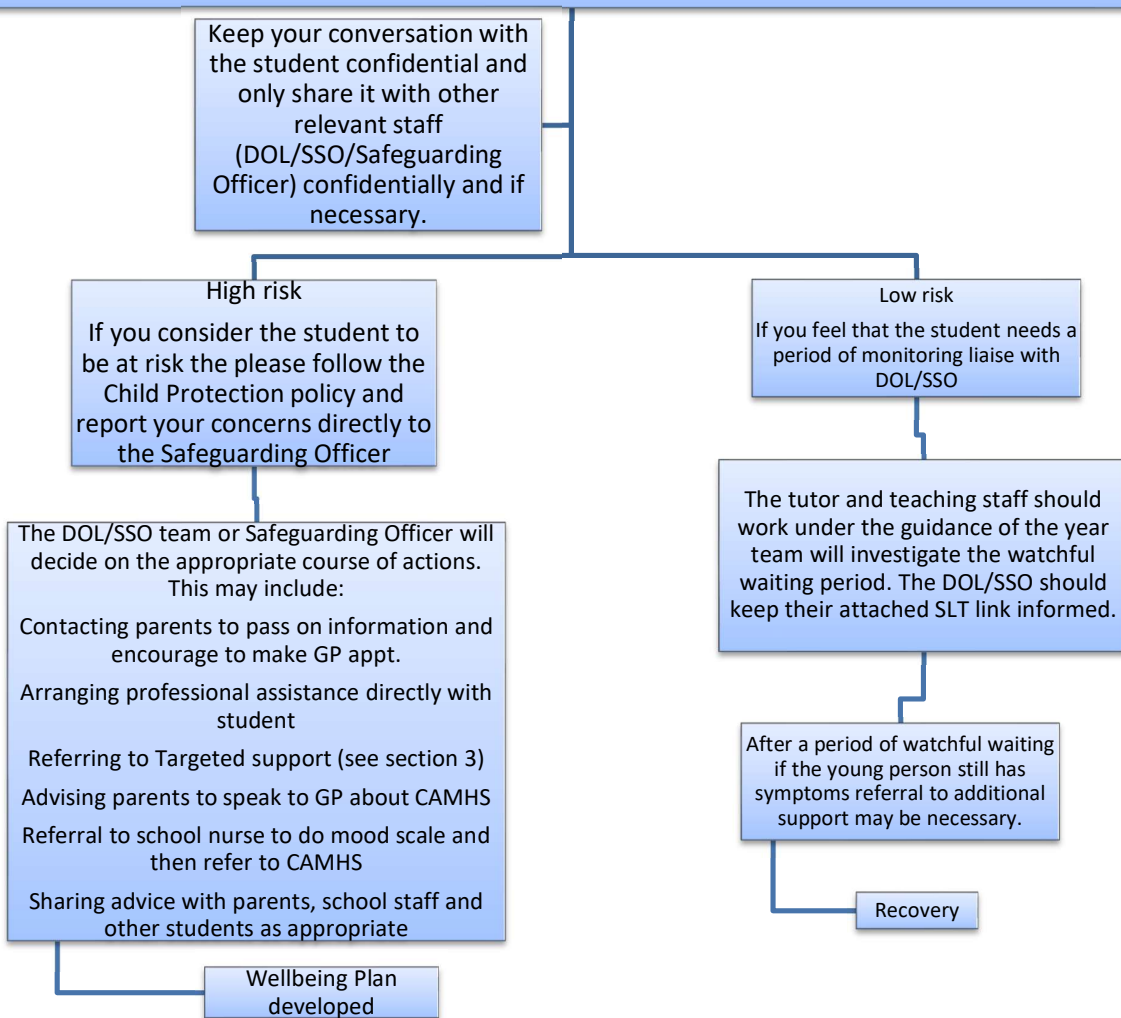
A - Ask, Assess, Act
 When a student is distressed, the member of staff should **ask** them what support they want and need. **Assess** the risk of harm to self or others and try to reduce any risk that is present. This information is used to decide what **action** needs to be taken in the short and long term.

L - Listen non-judgementally
 Give the student time to talk and listen to them in a way that allows you to hear and understand exactly what is being said. You should also enable the student to talk freely without fear of being judged.

G - Give reassurance and information
 Help the young person to feel hope and optimism and that they potentially have a real medical condition. That it is (usually) a common illness, it will take time to resolve but that recovery is likely with the right help and support.


E - Enable the young person to get appropriate professional help
 Support for young people with mental ill health is usually provided by a range of professionals. Encourage them to seek these out and offer to help them with this.

E - Encourage self-help strategies
 Many young people experiencing mental health difficulties can help themselves and can be keen to do so. Self-help strategies can empower students to feel that they are regaining control and have been proven to have therapeutic effects.



If you are in doubt of level of risk – refer immediately to DSL

Appendix B: Wellbeing Plan

		Seaford Head School Wellbeing plan				
		Name:			Form:	
		Last Updated:	December 2016		PP/SEN	
Source of concern:				Date reported:		
Reason for initial concern? (this can be a bullet point list)						
Area of need						
Attachment difficulties						
Anxiety						
Eating disorder						
Low mood						
Low self-esteem						
Psychosis						
Self-harm						
Suicidal ideation						
Suicide attempt						
Action/s	Desired outcome/impact	Staff responsible	Date done or outcome			
Agreed goal						
Agencies currently involved:						
Strategies to support student:						
Teaching staff will need to:						
Student will need to:						
Parents will need to:						
Due for review:				Key worker:		

Appendix C – 1-1 Policy

Seaford Head School recognises the need to support our student's not only educationally but also by promoting good mental and physical health. As such we developed an extensive support network that your child has been identified as potentially benefiting from. Access to support is available for young people during difficult and vulnerable periods in their lives. These services contribute to tackling barriers to learning which may result from personal experiences. All additional support is with the consent of the young person and ideally with that of the parent/carer (the exception is specific health issues or safeguarding concerns mentioned later in this document).

Rationale

To provide students with an additional support service within the school, contributing to the best possible start in life for pupils by promoting:

- Spiritual, moral, cultural, mental and physical development both in school and in the community.
- Helping to reduce stress levels and promoting emotional wellbeing and inclusion.
- Helping students develop strategies in order to prepare them for the responsibilities and experiences of adult life.
- Providing a safe place for reflection and exploration of any issue or distress to assist in developing an understanding and new ways of coping.

Interventions

Specific targeted support interventions are carried out by appropriate qualified and experienced members of staff and include mentoring, emotional wellbeing support, counselling based therapy, CBT, Mental Health First Aid, sexual health, C Card provision, alcohol and substance misuse, equality and diversity and fitness advice.

Staff delivering targeted intervention will receive regular clinical/managerial supervision, group support and CPD opportunities.

Confidentiality

Under the 'Gillick Principle' parental consent for counselling is not required for a young person under the age of 16 who is considered Gillick competent, this is to ensure that we are "promoting and maintaining the young person's entitlement to confidentiality which could be seen to be consistent with the LA's statutory duty 'to safeguard and promote the welfare of the child' under s.175 Education Act 2002." (Good Practice Guidance pg. 20.) The policy document Every Child Matters emphasised, 'the needs, interests and welfare of children' as well as the need to develop pastoral care for all children and this is key in Seaford Head School support of young people. As a result of this all targeted intervention are on a voluntary basis, are confidential and information only shared with the students consent. At the outset of the intervention students will be informed of the policy and asked to consent to the policy and procedures, we will also contact parents/carers to ensure they are aware of the support being offered, although information regarding the specific therapy will not be shared without students consent.

Staff will assess the student's capacity to consent and engage with the service use based on the Fraser Guidelines:-

- o that the young person will understand the advice;
- o that the young person cannot be persuaded to inform parents or to allow staff to inform the parents
- o that unless the young person receives support their physical or mental health or both are likely to suffer;
- o that it is in the young person's best interests to give advice, treatment or both without the parental consent.

Further information regarding Fraser Guidelines can be found here:- <https://www.nspcc.org.uk/preventing-abuse/childprotection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>

The exception to confidentiality is in respect of child protection and safeguarding concerns which will be dealt with in line with the School Safeguarding Policy. At the outset of the relationship it will be made clear to the young person when there is a need to breach confidentiality. This may happen when the young person or any other person is deemed to be at risk of significant harm. The member of staff will discuss this with the young person should the need arise and try to gain their consent to disclosing concerns. Where possible the member of staff will keep them informed and involve them in this process, however it may, even without the students consent, be necessary to

disclose information to the Designated Safeguarding Lead should the member of staff deem the young person to be at risk. All records will be kept securely in line with Safeguarding and Data Protection Policy.

Listening Service, 1-1 support and Youth Counselling Project

Therapy can only take place and be successful if the students themselves are willing participants in the process. Consent will be obtained from the young person and parent/carer advised of the intervention. Students will be offered an initial assessment and an agreement put into place. Appointment systems will be as discreet as possible and future session times to be agreed during each session. Students will be encouraged to take responsibility for keeping appointments, and where possible leave a message if they are unable to attend an appointment. If a session is missed and a message is not received a message will be sent to the student offering another appointment. This will be done for two weeks, if the student does not attend and no message is received, a final message will be sent terminating the contract, but assuring the student that the service is still open to them to access again in the future should they need it.

The Youth Counselling Project is an external therapy provider that operates within the school to support students with emotional wellbeing concerns. All the staff are DBS checked and are qualified counsellors. Information regarding their service can be found here-: <http://www.tycp.org.uk/>. As an external agency they will uphold their own organisational policy and procedures; any safeguarding concerns will be shared with Seaford Head School staff and be dealt with in line with the School Safeguarding Policy.

Referrals

Referrals to specialist services for ongoing or higher level support will be discussed with the student and shared with key staff parents and carers. Exceptions to sharing of information include safeguarding situations as per the school policy and certain Sexual Health & Relationships (SRE) advice. Specific targeted advice and support, in excess of that in PSHE lessons, will be undertaken by appropriately trained members of staff and adhere to the Gillick Competency and Fraser Guidelines.

This also follows government advice that states:-

- wherever possible, the young person is persuaded to talk to their parent or carer;
- any child protection issues are addressed; and
- that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Trained staff in secondary schools should be able to give young people full information about different types of contraception, including emergency contraception and their effectiveness. Pupils may wish to raise further issues with staff arising from discussion in the classroom. Trained teachers can also give pupils – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

Any external agencies engaged in support for students will uphold their own organisational policy and procedures.

References

1. The Gillick principle was established in 1985 when Lord Scarman ruled that ...parental right yields to the child's right to make his own decisions when he reaches a sufficient understanding and intelligence to be capable of making up his own mind on the matter requiring decision. (Good Practice Guidance pg 19.)
2. Good Practice Guidance for Counselling in Schools (4th Edn) 2006 McGinnis & Jenkins
3. Every Child Matters 2003 Paul Boateng Cm 5860. London: Stationery office.
4. Ethical Framework for Good Practice in Counselling & Psychotherapy (Revised edition) 2013 www.bacp.co.uk
5. HM Government (2015) Working together to safeguard children: a guide to interagency working to safeguard and promote the welfare of children. Norwich: the Stationery Office. Available at : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf (accessed 30 September 2016).
6. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

Appendix D: Further reading and useful links

Websites:

www.depressionalliance.org
www.mind.org.uk
www.mindfull.org
www.youngminds.org.uk
www.childline.org.uk
www.depressioninteenagers.co.uk
www.thecalmzone.net
www.rethink.org
www.sane.org.uk
www.hearing-voices.org
www.eppic.org.au
www.mentalhealthcare.org.uk
www.nshn.co.uk
www.selfharm.co.uk
www.harmless.org.uk
www.anxietyuk.org.uk
www.nopanic.org.uk
www.cruse.org.uk
www.hopelineuk.com

Books/Publications:

The Teenage Brain by Dr Frances E. Jensen
Your Brain by Dr Anthony Curren
Wreck the Journal by Keri Smith
Mindfulness: A practical guide to finding peace in a frantic world by Mark Williams and Danny Penman
Wherever you go, There you are by Jon Kabat-Zinn

Apps:

MindShift
SAM
Mindscape
Braininhand
Headspace
Stay Alive

Phone numbers:

The Samaritans	116 123
Childline	0800 1111
Careline	0845 122 8622
Mind	0845 766 0163
Rethink	0845 456 0455 or 0207 840 3188
Saneline	0845 767 8000
NHS Direct	0845 4647

Survivors UK for male abuse victims	0845 122 1201
National Self Harm Network	0800 622 6000
Anxiety Alliance	0845 296 7877 10am - 10pm
No Panic	0808 808 0545
Anxiety UK	08444 775 774
Depression Alliance	0845 123 23 20
Young Minds for parents	0808 802 5544
Hearing Voices	0845 122 86 42
Cruse Bereavement Care	0844 477 9400
Frank (drugs)	0800 77 66 00
Parentline	0808 800 2222
Muslim Youth Helpline	0808 808 2008
Muslim Community Helpline	0208 904 8193 0208 908 6715
Rethink - Asian mental health helpline	0808 800 2073