

# MENTAL HEALTH AND WELLBEING POLICY

---

Date of Policy	October 2022
Next Review Date	September 2023
Key Staff	Principal, Assistant Principal, Pastoral, House Pastoral Directors, Vice Principal
Lead Staff for Review	Assistant Principal Pastoral and Mental Health Lead

## Contents

Introduction and purpose .....	3
Scope .....	3
Legislation and regulation .....	4
Policy statement .....	5
Training .....	7
Responsibilities .....	8
Monitoring and compliance .....	8
Appendix 1 .....	9
Appendix 2 .....	10
Appendix 3 .....	11

## INTRODUCTION AND PURPOSE

This policy outlines how The Worthgate School will work to promote the positive mental health and wellbeing of the whole school community to enable them to flourish.

Within our school we aim to promote positive mental health and wellbeing for our whole school community (pupils, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, given parity with physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people move up and down the mental health continuum during their time in school. However, some face significant life events which can seriously impact their emotional wellbeing and mental health.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children" (Mental Health and Behaviour in School, 2018). Schools can be a place for all students to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. The school is also a place of respite from potentially challenging home lives and offers positive role models and relationships, which are critical in promoting the wellbeing of all young people.

The role of the 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.

The aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- All students are valued;
- Students have a sense of belonging and feel safe;
- Students feel able to talk openly about their problems without feeling stigma or discrimination;
- Positive mental health is promoted and valued;
- Bullying of any kind and including cyber-bullying is not tolerated.

## SCOPE

This policy applies to all staff, students, visitors to the school and the wider school community.

## LEGISLATION AND REGULATION

### Definition of mental health

Mental health is defined as “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.”<sup>1</sup>

Mental health and wellbeing is not just the absence of mental health problems. We want all our students to:

- feel confident in themselves;
- be able to express a range of emotions appropriately;
- be able to make and maintain positive relationships with others;
- cope with the stresses of everyday life;
- manage times of stress and be able to deal with change;
- learn and achieve.

Under the Equality Act 2010<sup>2</sup>, a child or young person with a mental health illness is described as having a mental impairment and therefore a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Equality Act requires early year’s providers, primary schools, secondary schools, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, so that disabled children and young people are not disadvantaged. This duty is known as ‘anticipatory’.

All schools will operate within the law. The legal framework, statutory guidance, key policies and government strategies most pertinent to mental health can be found in:

- The Mental Health Act (2007)
- Mental Health (Discrimination) Act (2013)
- The Equality Act 2010
- The Children and Families Act 2014, Part 3
- The Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice (last updated 30 April 2020)
- Working Together to Safeguard Children (July 2018, last updated 9 December 2020)
- Keeping Children Safe in Education (September 2021)
- Mental health and behaviour in schools (November 2018)
- Transforming children and young people’s mental health provision (July 2018)

---

<sup>1</sup> World Health Organisation - [http://www.who.int/features/factfiles/mental\\_health/en/](http://www.who.int/features/factfiles/mental_health/en/)

<sup>2</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

## POLICY STATEMENT

The Worthgate School's Key Priorities (High Expectations, Caring Culture, English All-Ways) are at the heart of all we do and this policy strongly advocates:

- Partnership working across CATS schools and;
- utilising group expertise, local, and specialist agencies, as well as;
- a meaningful child-centred approach to supporting pupils in line with the MHFA England ALGEE framework ('Team Spirit');
- High aspirations and opportunity ('Think Big');
- a commitment to legal compliance and;
- a genuine desire to support all children and young people ('Do the right thing').

We will ensure that:

- All will be proactive in identifying and supporting a child or young person with mental health difficulties, ensuring the student is at the centre of all decisions and take into account their feelings, wishes and views.
- The School will work closely with the local authority, external agencies and charitable organisations to ensure appropriate care is accessed to support the student.
- The school has procedures and professionals in place to enable them to fulfil their duties and to drive a caring and positive wellbeing centred ethos and vision.

The Worthgate School has a Mental Health Lead who leads the mental health strategy and provides guidance and support to any member of staff within the organisation.

The Worthgate School will:

- Provide a safe environment to enable students to express themselves and be listened to
- Ensure the welfare and safety of all students
- Identify appropriate support for students based on their needs
- Involve parents and carers when their child needs support
- Involve students in the care and support they have, ensuring the voice/views of the young person is always considered
- Monitor, review and evaluate the support with young people and keep parents and carers updated

The Worthgate School will utilise the MHFA ALGEE framework to support with crisis situations and to inform support process:

- A** - Approach, assess and assist the young person
- L** - Listen and communicate non-judgementally
- G** - Give support and information
- E** - Encourage appropriate professional support
- E** - Encourage other supports

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive, or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, English language challenges, difficulties with learning, peer relationships or development.

School staff and the mental health lead will work alongside the SENCo to support identification and the assessment for a pupil to ascertain if they should be identified as 'SEND Support' under the category of Social, Emotional, Mental Health (SEMH) as part of the SEND Code of Practice.

Common symptoms of poor mental health in teens and young adults may be...

- Confused thinking
- Prolonged depression (sadness or irritability)
- Feelings of extreme emotional highs and lows
- Social withdrawal
- Growing inability to cope with daily problems and activities
- Suicidal thoughts
- Numerous unexplained physical ailments

Common mental health issues are [not limited to]...

- Anxiety disorders
- Eating disorders
- Mood disorders
- Personality disorders
- Trauma- and stressor-related disorders
- Psychotic disorders

If a student has received intensive and/or specialised external mental health professional support, the school has a duty of care to support students and will seek advice from medical staff and mental health professionals on the best way to support young people. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school.

The Worthgate School recognises that when a student is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected, therefore appropriate support will be provided.

The Worthgate School also recognises the importance of support for parents/carers caring for a young person with a mental health difficulty. We will ensure regular communication between home and school. Staff can signpost to additional sources of support outside of the school through the MHFA resources.

If there is a concern that a student is in danger of immediate harm, then the school's safeguarding procedures are followed. If there is a medical emergency, then the school's procedures for medical emergencies are followed.

Our absolute commitment to creating a culture of care is reflected in one of our three key priorities: High Expectations, Caring Culture, English All-Ways. Caring Culture states: 'we understand the

power of positive relationships and rapport between all members of the school community. We care about the safeguarding and development of each person and actively promote the importance of living intellectually, physically, socially and emotionally balanced lives. We value every individual and challenge ourselves and each other to consider the needs of our wider communities in our decisions and actions, always aiming for positive change.' This is also reflected in two of our five 'Worthgate Characteristics' focusing on attributes to support our students in becoming agents for change. The following characteristics reflect our understanding of the challenges young people face emotionally and socially. These characteristics are:

**'Caring:** we act with care, empathy and respect to make a positive difference to the lives of others, our community and the world around us. We understand the importance of taking care of ourselves and living balanced lives.'

**'Resilient:** we can cope with challenges and barriers and recover quickly when we fail. We approach uncertainty with determination and use innovative strategies to keep moving forward and adapt positively to change.'

Being an international school, we are conscious that many of our students have emerging levels of English language, which when combined with potentially lower levels of emotional literacy, can affect their competence and confidence to verbally explain to an adult that they are struggling. Furthermore, the wide range of cultures in the school includes some where talking about mental health or wellbeing is not regularly practised, again creating potential barriers for students who need support. Therefore, in order to further support mental health and wellbeing and providing effective options for any particular students wanting to raise concerns with us and ask for help when needed, we have created a digital safe space where students can let us know that they 'Need to Talk'. The button is located on the wellbeing page of the school VLE. Posters with a QR code taking students straight to it were placed in every bedroom. Once they press the 'Need-to-Talk' button, the information they submit automatically lands in the inbox of the DSL, VP and Assistant Principal Pastoral, enabling them to respond immediately.

## TRAINING

Every Personal Tutor (teacher), House Pastoral Director and Boarding Team Lead in The Worthgate School staff is 'Mental Health Aware' trained through MHFA. Likewise, the Assistant Principal Pastoral (MH lead), Head of Boarding and Dep. Head of Boarding. The mental health lead and assistant will train as 'trainers', so that whole school mental health training can be updated and refreshed pro-actively, quickly and responsively.

In addition, The Worthgate School has Mental Health student leadership and training opportunities - In order to develop Global Citizens (skilled young people who will go out into the world and use their influence and finances to help others) we have extended the opportunities available for our students. To help alleviate growing global concerns regarding increasing isolation, loneliness and non-participation, students have been placed into Houses. There are 4 Houses, names after local castles. Within each House are leadership positions for which students of any age can apply. The House Captain is ably supported by the House Vice-Captain and Activities Lead(s), working closely with their House Pastoral Director, they coordinate House experience, student voice and leadership. They

will be central to the whole-school Student Council. Additionally, each House has three Mental Health Champions; trained formally in recognising and supporting mental health; these approachable, patient young people who show high levels of integrity, will support any struggling students in their House. Any lower profile issues can usually be dealt with by them, but each Mental Health Champion will check in fortnightly with their HPD for supervision. Each will strictly follow safeguarding procedure, informing the DSL and / or the safeguarding team of any immediate concerns regarding safety.

In aiming for excellent practice, The Worthgate School is exploring the effective utilisation of mood tracking software. A pilot scheme scheduled for 2023, will involve students improving the emotional literacy and check-in routines. By better understanding feelings and routinely setting time aside to check-in with oneself, this will encourage lifelong positive habits and skills.

## **RESPONSIBILITIES**

The following responsibilities apply in relation to this policy:

- The Principal is responsible for ensuring a member of the senior leadership team is the designated mental health lead --> The Assistant Principal Pastoral.
- The Mental Health Lead is responsible for overseeing, coordinating, and championing mental health and wellbeing education and provision.
- All staff are responsible for promoting positive wellbeing and identifying and supporting pupils experiencing mental health difficulties.
- Student Mental Health Champions will support in the promotion of positive mental wellbeing.
- The Senior Leadership Team have overall responsibility for the implementation and approval of this policy.

## **MONITORING AND COMPLIANCE**

The Mental Health Lead will monitor compliance with this policy within the school.

## APPENDIX 1

### Protective Factors and Risk Factors

(Adapted from Mental health and behaviour in schools (November 2018) <sup>3</sup>

	Risk Factors	Protective Factors
<b>In the Child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the Family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationship</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationship or the absence of severe discord</li> </ul>

<sup>3</sup> <sup>4</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

<p><b>In the school</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Inconsistent implementation of the behaviour policy.</li> <li>• Poor relationships with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• ‘Open door’ policy for students to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• High profile Mental Health Champions available in each House</li> <li>• Positive relationships between students and staff</li> <li>• Tell Us button and Need to Talk Button on canvas</li> </ul>
---	--	---

## APPENDIX 2

### For support on specific mental health needs:

- Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)
- OCD UK [www.ocduk.org](http://www.ocduk.org)
- Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)
- Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)
- National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) [www.selfharm.co.uk](http://www.selfharm.co.uk)
- Suicidal thoughts [Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)
- [www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people’s mental health and wellbeing
- [www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems [www.minded.org.uk](http://www.minded.org.uk) (e-learning)
- [www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health
- [www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

## APPENDIX 3

### School Action Plan:

Raising Awareness and Implementation of the Policy				
Objective	Actions	Who is responsible?	Time scale	Evaluation / Impact
Student led activities	<ul style="list-style-type: none"> <li>• 2x Student Mental Health Champion posts on Student Council</li> <li>• Wellbeing mentors being implemented. Develop training to enable them to know where to sign post their peers for additional support from staff.</li> <li>• Student friendly and age-appropriate boards. Charity day at least once a year - student lead activities.</li> <li>• Drop-in sessions for students. Student voice questionnaires Student friendly reporting tools.</li> </ul>	<ul style="list-style-type: none"> <li>• MHL</li> <li>• SLT</li> <li>• Staff</li> </ul>	-Mental Health Champions meet Student Leadership weekly and HPD fortnightly. Questionnaires once a year. Awareness activities twice a year. Charity fundraising once a year.	<ul style="list-style-type: none"> <li>• Students to take ownership and be actively involved in raising awareness.</li> <li>• Student voice and questionnaires to identify areas of need and development and strengths.</li> <li>• Students and staff being confident knowing where to get support from.</li> </ul>
School activities (incl. details of how the school will implement the mental health curriculum)	<ul style="list-style-type: none"> <li>• Questionnaires to inform activities via the RSE curriculum.</li> <li>• MH days / weeks to be incorporated into assembly calendar.</li> <li>• MH (#HelloYellow) charity day.</li> <li>• Ensure pastoral staff are MHFA trained.</li> <li>• Develop activities to support staff wellbeing.</li> <li>• Tiered approach to mentoring/counselling/ CYPMHS. Counselling referrals to be streamlined by one person.</li> <li>• Improved pastoral team.</li> <li>• Develop a safe space to support managing of emotions and receive additional support from staff.</li> <li>• Development of sanctions to promote positive behaviour.</li> </ul>	MHL & SLT HPDs Staff	Safe space to be developed. Referral processes lead by the MHL. Staff training delivered by MHL and HPD team. Updated notice boards termly. RSE and PSHE are delivered for 90 mins per week, mapped out considerably to conform to UK government learning opportunities	<ul style="list-style-type: none"> <li>• Questionnaires staff and students for qualitative feedback.</li> <li>• Improved attendance across all students</li> <li>• Fewer behaviour incidents at Stage 4 and 5.</li> <li>• Increase in overall reward points.</li> <li>• School has an ethos of care and kindness.</li> <li>• Students will be able to recognise signs of ill mental health in themselves and others.</li> <li>• Students will know how to access support for</li> </ul>

	<ul style="list-style-type: none"> <li>• Rewards system developed to ensure recognition and effort.</li> <li>• Staff know how to report concerns of students presenting with MH and wellbeing.</li> <li>• Track and record mental health concerns, support, and impact through the welfare log.</li> <li>• MH needs are accounted for in school policies.</li> </ul>		<p>themselves and others.</p> <ul style="list-style-type: none"> <li>• Students will be able to implement self-help strategies.</li> <li>• School to have a clear system for identifying students as well as tracking and monitoring wellbeing.</li> </ul>
Family / community activities	<ul style="list-style-type: none"> <li>• Development of MHL HPDs</li> <li>• Safeguarding teamwork with families to signpost them for additional support when needed. This is done on an individual basis.</li> <li>• Fundraising and campaign events to raise awareness e.g. anti-bullying week</li> <li>• Notice boards and website links to be shared.</li> </ul>	Administration staff.	<p>Awareness events running twice a year.</p> <p>Fundraising event once a year.</p> <ul style="list-style-type: none"> <li>• Parents/ carers will know who to talk to in school about their concerns.</li> <li>• Work collaboratively with charities to support young people within the community.</li> </ul>

<u>Assessment, Interventions and Support</u>			
<u>Level of need</u>	<u>Assessment and Early Identification Indicators</u>	<u>Interventions and Support Available</u>	<u>Monitoring</u>
		The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and students	
High need	<ul style="list-style-type: none"> <li>Safeguarding log and welfare tracker</li> <li>Target to train all pastoral staff in youth mental health by 2022-23</li> <li>Staff have clear indicators to look out for Children discussed in weekly Safeguarding meetings.</li> <li>SENDCo referral system</li> <li>Counselling referral system</li> <li>Whole school student wellbeing measures</li> <li>External agency assessments</li> <li>Parent concerns</li> </ul>	<ul style="list-style-type: none"> <li>Interventions recorded</li> <li>Daily check- ins</li> <li>Risk assessment in place and written by safeguarding team and key members of staff</li> <li>1:1 support where possible</li> <li>Regular communications with parents and carers</li> <li>CYPMHS referrals were necessary and coordinated through MH lead</li> <li>Signposted to MH noticeboard.</li> <li>Individual support plans</li> <li>Safety plans</li> <li>Crisis plans</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of risk assessments</li> <li>Parental views to be included in reviews</li> <li>Attendance and behaviour data</li> <li>Multi agency meetings</li> <li>Whole school wellbeing measures.</li> </ul>
Struggling to cope well	<ul style="list-style-type: none"> <li>Student mental health sign posting.</li> <li>Students discussed in safeguarding meeting.</li> <li>Whole school wellbeing measures.</li> <li>Shackleton notes.</li> <li>Referrals to SENDCo.</li> <li>Parent concerns.</li> <li>“Talk to Us” button.</li> </ul>	<ul style="list-style-type: none"> <li>Daily check</li> <li>Regular communication with carer and parents</li> <li>Inclusion interventions</li> <li>Pastoral support strategies such as PT / HP check ins.</li> <li>SEMH interventions</li> <li>Mental Health Champion support</li> </ul>	<ul style="list-style-type: none"> <li>Baseline and impact measures from assessments and evidence-based interventions</li> <li>Behaviour and attendance monitoring “Talk to Us” button analysis</li> </ul>
Low need	<ul style="list-style-type: none"> <li>Student mental health signposting</li> <li>Students discussed with key members of staff as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE lessons</li> <li>Mental Health Champion support</li> <li>Sign posted to mental health and wellbeing noticeboards</li> <li>Daily check ins</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of interventions and evaluations</li> <li>Screening evidence especially pre-arrival</li> </ul>