

Mental Health Policy

We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect

1 Aims

“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 Organisation)

At Carr Hill High School, we aim to promote positive mental health for all of our staff and students. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We also aim to recognise and respond to mental ill health and mental health difficulties. 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.

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
- Outline legal considerations pertaining to minors and mental health

2 Scope

This document explains Carr Hill High School’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff, governors, parents and carers.

This policy should be read in conjunction with our health and safety, and safeguarding policies in cases where a student’s mental health overlaps with or is linked to a medical issue or safeguarding concern, and to the SEN policy where a student has an identified special educational need.

Lead Members of Staff: Responsibilities

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

- Miss L Coulthard - Safeguarding Officer / Mental Health Lead (MHL)
- Mr D Morton – Assistant Headteacher / Deputy DSL
- Mrs J Darkin – SENCO

Any member of staff who is concerned about the mental health or wellbeing of a student or staff should speak to the DSL/MHL or Deputy DSL in the first instance. If there is a fear that the student is in danger of immediate harm due to mental health, the mental health emergency protocol should be followed and can be found in section 5. If there is a safeguarding concern, then the normal safeguarding procedures should be followed with an immediate referral to the designated child protection officer, or the head teacher. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting the emergency services if necessary.

Promoting positive mental health

We recognise that the most important aspect is to develop a culture where we can educate, promote and nurture positive mental health.

At Carr Hill High School we participate in promoting positive mental health in a number of different ways:

- Kooth assemblies delivered by a Kooth counsellor
- Access to Zumos and Zumos assemblies to understand the website
- PSHE lessons
- Assemblies and mental health activities in mentor time
- Promoting and supporting Mental Health Awareness week
- Student voice to gain students' understanding
- Having staff who are mental health first aid trained
- Encouraging participation in extra-curricular activities
- Encouraging physical health and exercise

3 What is meant by 'mental health difficulty'?

3.1 The term 'mental health' describes 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. A mental health difficulty is one in which a person is distracted or unable to engage with ordinary life due to upsetting, disturbing thoughts and/or feelings. These problems may distort or negatively impact a person's view of the world and produce a variety of symptoms and behaviour likely to cause distress and concern.

4 Legal Considerations

4.1 Under The Equality Act (2010) a person with a mental health difficulty is covered if their condition leads to an adverse impact on their ability to carry out their normal day-to-day activities. This will include students with conditions such as depression, bipolar disorder, self-harm and disordered eating.

4.2 The Act also covers those who have had a mental illness or difficulty in the past, even if they have recovered, and those whose condition meets the definition but is successfully controlled by treatment (for example psychiatric medication such as anti-depressants) or therapy.

4.3 Under The Equality Act, it is unlawful to discriminate against students or staff with a diagnosed mental health condition, and 'reasonable adjustments' may need to be made to ensure they can access education. The general principle of 'reasonable adjustments' is that wherever possible, schools should make practical adjustments to enable a student to continue their education. Mental health problems are often variable and students may only need adjustments for a limited period of time whilst they receive treatment or until they are better able to function.

4.4 Under the Data Protection Act (DPA), all information regarding students with mental health difficulties is regarded as sensitive and personal information. Any and all information about student mental health is shared on a 'need to know' basis, and is aligned with defined procedures on sharing of information about students.

4.5 Duty of Care - All staff need to be aware of the concept of the 'Duty of Care'. This is a legal obligation which requires us to take reasonable steps to ensure the safety and well-being of all our students, staff and visitors. If a school knows that a student is experiencing mental health difficulties, the student should be advised to seek appropriate help and reasonable measures to support them need to be in place. This is particularly important in regard to passing on personal information where mental health difficulties occur.

5 Mental Health Emergencies or Crisis'

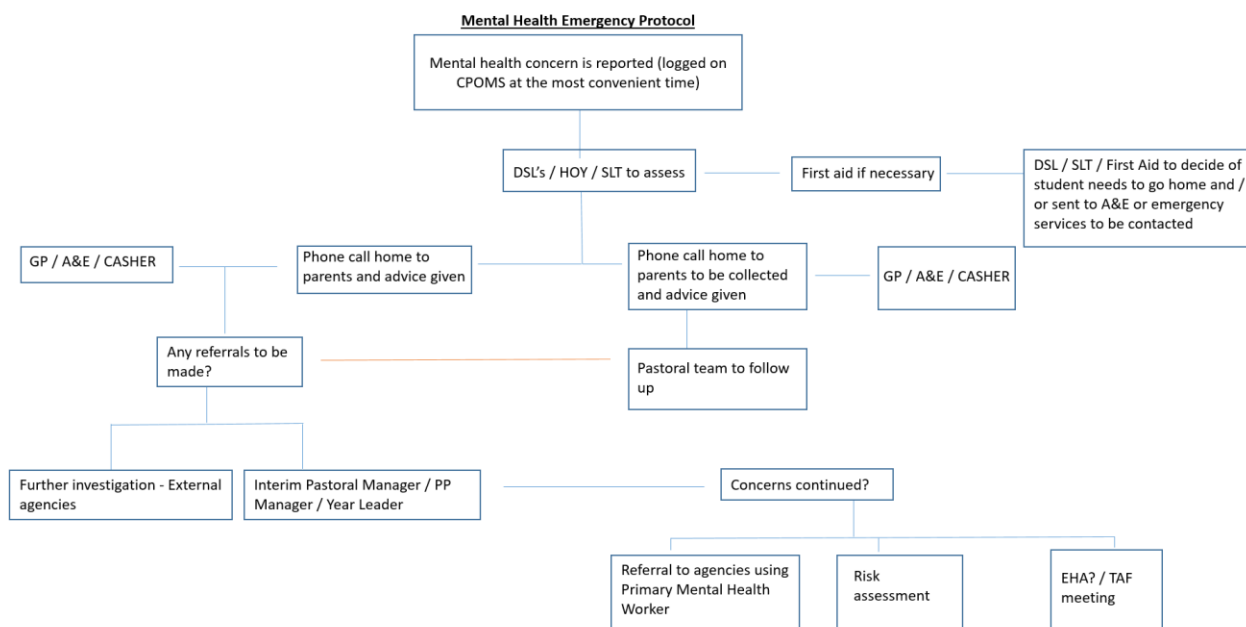
A Mental Health Emergency or Crisis is defined as:

'A mental health crisis often means that you no longer feel able to cope or be in control of your situation. You may feel great emotional distress or anxiety, cannot cope with day-to-day life or work, think about suicide or self-harm, or experience hallucinations and hearing voices.' NHS, 2019.

5.1 There may be instances where a student's behaviour and mental state are concerning and may lead to immediate danger through harm to themselves or others. The following situations or symptoms classify as a mental health emergency:

- Self-harm
- Suicidal thoughts
- Hearing voices
- Psychosis: Experiencing hallucinations and/or delusions.
- Extreme emotional distress

5.2 If a student presents with any of the above problems, the school-wide Mental Health Emergency Protocol Flow-Chart (see below) should be followed to ensure the pupil, fellow students, and staff members are safe. If the student requires being sent home or is advised to go to A&E, this will be directed by the DSL/MHL or Deputy DSL.



As different agencies are commissioned or another solution becomes available this can be applied at any stage.

5.3 Mental health crisis or emergencies are often not spontaneous and the student may have been experiencing symptoms for a length of time. Therefore, it is essential that student mental health concerns are communicated to the Mental Health Lead to ensure the school is focusing on preventative strategies, and is carefully monitoring and supporting vulnerable students.

6 Warning Signs

Students who are showing signs of mental distress do not always express problems directly or ask for help, even where there are clear signs that they are having difficulties and could be due to a number of reasons. Students may still feel stigma around mental health problems, or may be concerned about the consequences of telling someone. They may be unaware that they have a problem, or be aware but feel that they have to cope with it on their own.

Adolescence can be a difficult developmental time and this period of change can result in the gradual onset of mental illness. It is important that warning signs are recognised and an appropriate, supportive response is put in place as soon as possible. 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 DSL/MHL or Deputy DSL.

Possible warning signs include:

- The student has told you there is a problem, for example, they have been feeling low or anxious recently
- Significant changes in the student's appearance, for example: weight loss/gain, decline in personal hygiene, noticeable signs of self-harm
- Changes in mood, for example: mood is very up and down, miserable, tired, withdrawn
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating patterns or sleeping habits
- Concerns expressed from friends, family, other staff members
- Changes in behaviour, academic achievement, extracurricular activity engagement, or among peers. For example, doing too much work, not socialising as much as usual, withdrawn, not attending school, being late or, failure to meet deadlines
- Increased isolation from friends, family
- 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
- Repeated physical pain or nausea with no evident cause

7 Internal Support

Referrals

7.1 If warning signs are noticed, please pass concerns onto Miss L Coulthard or Mr D Morton, via CPOMS / Synergy or parents via email to safeguarding@carrhill.lancs.sch.uk, or mentalhealth@carrhill.lancs.sch.uk. In some cases, the student will self-refer and parents/carers will be contacted in this event.

7.2 Where a referral to Single Point of Access (SPA)/Child & Adolescent Mental Health Service (CAMHS) is appropriate, this will be led and managed by Miss L Coulthard, DSL/Mental Health Lead. This could result in this being passed to an appropriate adult within school such as; Year Leader, Pastoral Manager or Pupil Premium Manager.

Internal Interventions (How students are supported):

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

- Intervention with Pastoral Manager / Pupil Premium Manager
- Reduced timetable
- Time Out Cards
- Quiet working space

- Counselling (Limited number, referral only)
- Health Link Worker
- Referrals to appropriate agencies
- Individual Care Plans (where necessary)
 - It is helpful to draw up an individual care plan for students experiencing mental health difficulties. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:
 - Details of a student's condition
 - Special requirements and precautions
 - Medication (if any) and associated side effects
 - Internal support and in-school interventions
 - What to do and who to contact in an emergency
 - An Individual Care Plan can be an effective way of discussing, agreeing, and monitoring the support and study needs of a student with mental health difficulties. The Individual Care Plan will include information on any adjustments that have been agreed upon, for example on such things as changes to timetable, and use of Time Out Cards. Relevant staff such as Student Support Workers will perform a Pre Intervention Form which will outline current interventions for each student
 - The Individual Care Plan will be regularly reviewed and this will give both staff and the student the opportunity to discuss how things are going and to make any changes to the adjustments. Review dates of an Individuals Care Plan can be flexible and responsive to the needs of the student and the concerns of the staff member

8 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 which provide helpful information for parents, and which 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
- **Kooth** – Online, free counselling for young people
- **Zumos** – online website for self-help
- **Childline** – Free counselling for young people via phone or online
- **Calm Harm** – Free app for self-harm
- **Clear Fear** – Free app for anxiety
- **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

9 Support Parents and Staff

9.1 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
- When possible, offer workshops for parents to attend regarding mental health concerns and practice

9.2 Parents and staff members may also struggle with their mental health. Caregiving and teaching can both be emotionally demanding jobs and it is important to ensure that care is taken around personal wellbeing. The following resources can be helpful for parents and staff members to support with their own mental health.

- GP – The NHS offers a variety of therapeutic interventions to assist with mental health problems
- Mind matters

10 Whole School Initiatives

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 PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching 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 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.

11 Managing disclosures

A student may choose to disclose mental health concerns about themselves or a friend to any member of staff, therefore, all staff need to know how to respond appropriately to a disclosure.

How to respond to a Mental Health Disclosure

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

11.1 Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'. Try to be sympathetic and understanding, and remember to be sensitive to issues relating to sexuality, race, religion, culture and gender or any physical or sensory impairment or condition that they might have.

11.2 Be prepared to listen and give the student some time if you can. Listen to the student - the situation may only require empathetic listening. You can simply ask the student how they are as this may provide them with an opportunity to discuss their concerns with you.

11.3 Ensure that students are aware that you will need to pass the information onto the Mental Health Lead, as a result of the school's responsibility to their safety and duty of care. Try to be clear about what you will communicate and answer any questions the student might have about information sharing. See the next topic on confidentiality for more information.

11.4 The mental health disclosure should be communicated as soon as possible to DSL/MHL or Deputy DSL via CPOMS. If the disclosure relates to a safeguarding and mental health the written record should include:

- The name of the pupil and staff involved in the disclosure
- Main points from the conversation, from the student's point-of-view
- Additional relevant information (for e.g., have you signposted to Kooth, Zumos)

11.5 Staff should be very clear about boundaries in the instance of a serious threat by a student to harm themselves. Staff responsibility to the student in a crisis is limited to listening, being supportive, and passing the information onto the relevant professional DSL/MHL, Deputy DSL, or other DSL's. Under no circumstances should a member of staff who is not professionally qualified attempt to counsel the student.

Confidentiality

11.6 We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

11.7 We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. (This is anything linked to a CP/safeguarding issue advice.) Staff are clear to students that the concern will be shared with the MHL and recorded in order to provide appropriate support to the pupil.

11.8 All disclosures are recorded and held on CPOMS, including date, name of student and member of staff to whom they disclosed, summary of the disclosure and next steps. 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 ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

11.9 Parents must always be informed if the child is in Years 7-9 or judged to be emotionally immature Year 10-11, and students may choose to tell their parents themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts parents. We should always give students the option of us informing parents for them or with them. However, if the situation is considered to be an emergency then parents will be contacted immediately.

11.10 If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed and the safeguarding policy should be followed.

Keeping Records

11.11 Staff members such as the DSL's, Mental Health Lead, SENCO will all keep updated notes as a record of discussions with students and any action decided or taken. This will be recorded on CPOMS.

12 Promoting School-Wide Positive Mental Health

Supporting Peers

12.1 When a student is suffering from mental health issues, it can be a difficult time for their friends who often try to support them. Friends generally want to offer support but do not know how without compromising their own well-being. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Students who are supporting their peers with mental health difficulties will know they can seek support from appropriate members of staff.

Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need 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

12.2 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. Key staff members have received Mental Health First Aid training.

12.3 In addition to training sessions, improved awareness of mental health issues may be achieved through awareness raising campaigns or events. These are particularly effective if tied in with other events such as National Mental Health Week which provide opportunities for staff and students to work together. Campaigns that include practical activities such as workshops to promote mental well-being may be particularly effective in promoting the awareness of good mental health. Suggestions for individual, group or whole school CPD should be discussed with Mental Health Lead, who can also highlight sources of relevant training and support for individuals as needed.

12.4 We will measure the effectiveness through surveys from students, parents/carers and staff. With monitoring and reporting to the Governing Body.

Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in June 2024.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to lcoulthard@carrhill.lancs.sch.uk DSL/Mental Health Lead.

Policy created: June 2022

Policy to be reviewed: June 2024

Miss L Coulthard

Mrs M Beaty

DSL

Link Governor