

**Ramsden Hall Academy
Mental Health & Emotional Wellbeing**

Last review date	Jan 24	Review period	Annually
Next review date	Jan 25	Owner	Antony Clements

Wellbeing Policy

Policy Statement

At Ramsden Hall Academy, we are committed to supporting the mental health and wellbeing of our pupils and staff.

Our culture is supportive, caring, and respectful. We encourage both the pupils and staff to be open and to have their voices heard.

At our Academy, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At Ramsden Hall Academy, positive mental health and wellbeing is everybody's responsibility, so we all have a role to play in supporting others and accepting support.

In addition to promoting good wellbeing, we aim to recognise and respond to mental ill health. In mainstream schools one in ten children will be suffering from diagnosed mental health disorder, however at Ramsden Hall it is identified that nearly all our pupils have some form of Mental Health struggles. We recognise as an Academy that by developing and implementing practical, relevant and effective wellbeing procedures we can promote a safe and stable environment for everyone affected both directly, and indirectly by mental ill health. (See Academy website for a list of resources and places of support).

Policy Scope

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting positive mental health and wellbeing for all. It should be read and understood alongside our other relevant Academy policies.

Policy Aims

The aim of our policy is to demonstrate our commitment to the wellbeing of our staff and pupils. Ramsden Hall Academy aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

At Ramsden Hall Academy, we will always:

- Help pupils to understand their emotions and experiences better.
- Ensure our pupils feel comfortable sharing any concerns and worries.
- Help pupils to form and maintain relationships.
- Encourage pupils to be confident and help to promote their self-esteem.
- Help pupils to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all pupils and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our Academy's values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.

- Promoting our pupils' voices and giving them the opportunity to participate in decision making.
- Celebrating each pupil for who they are and making every pupil feel valued and respected.
- Adopting a whole Academy approach to mental health and wellbeing by providing support to any person who needs it.
- Raising awareness amongst staff and pupils about mental health and wellbeing issues including some signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in pupils.
- Supporting staff that are struggling with their own mental health.

Key Staff Members

All staff members have a responsibility to promote the positive mental health of pupils and each other. Staff with a specific, relevant responsibility includes:

- Claire Parker – Designated Safeguard Lead (DSL)
- Tara Cordrey – Head of Residential Care, Deputy Safeguard & Wellbeing team member
- Alison Quarrell – Lead Teacher of Ready to Learn
- Sandra Barrett – Lead Teacher – Marking/Feedback, Life Skills & Forest Skills Teacher
- Tony Lane – SEND Lead
- Plus Amber Vincent and the Wellbeing team as a whole

If a member of staff is concerned about the mental health and wellbeing of a pupil, then in the first instance they should speak to the pupil's tutor.

Pupil Identification

At Ramsden Hall Academy all of our pupils have an EHCP (Educational Health Care Plan). Wellbeing measures include; staff observations focusing on any changes in behaviour, attention and presentation that feed into the identification process as well as any communication from the pupils regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to their tutor in the first instance. If there is fear that the pupil is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding team. If a pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid trained staff and contacting emergency services if necessary.

Where a referral to CAMHS / EWHMS is appropriate, this will be led and managed by DSL or DDSL. Guidance about referring to CAMHS / EWHMS is provided in the Appendix 1. If a referral to CAMHS / EWHMS is not appropriate another organization may be considered to offer support.

Individual pupil profile risk assessments will identify an individual support for pupils causing concern or who receive a diagnosis pertaining to their mental health. This is drawn up for all pupils involving the pupil, tutor and parent/family. The pupil profiles include:

- Details of the pupil's condition,
- Special requirements and precautions
- Medication and any side effect
- What to do, and who to contact is an emergency,
- Triggers the pupil has

- Risk assessments about pupil's behavior

Identified pupils will receive bespoke intervention packages delivered by trained staff who have undertaken relevant training in relation to the development of resilience through providing a secure basis, enhancing self-esteem and self-efficiency will underpin all interventions. In Academy counseling and other therapeutic interventions will be offered to those who need it.

Staff Identification

It is recognised at Ramsden Hall Academy that promoting staff health and emotional wellbeing should be an integral part of the whole Academy approach to mental health and wellbeing. Therefore, training and signposting to materials about mental health and emotional wellbeing is made available for all staff, prior to starting and throughout employment. An open door policy to senior leadership and line managers are always made available if staff are in need of speaking to someone about any issues of concern. Our staff wellbeing committee meet termly, and are available to all staff. Staff have access to supervision and will allow for mutual communication about personal health and emotional wellbeing if both felt it is deemed necessary.

Teaching about Mental Health

Our life skills and Ready to Learn curriculum is developed to give pupils the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and guidance.

We regularly review our life skills curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We also implement this into our curriculum at all stages to provide pupils with strategies to help keep them mentally well.

Signposting

We ensure that all staff, pupils, and families are aware of the support that is available in our Academy for mental health. This includes how to access further support both inside and outside the Academy. In addition the Ramsden Hall Academy website has a list of useful places in the community and online.

Identifying needs and warning signs

Our staff are trained in how to recognise signs of common mental health problems. This means that they will be able to offer help and support to pupils who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Lead as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Change in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.

- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behavior patterns, e.g. more disruption than usual.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Managing Disclosures

If a pupil discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgmental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

Confidentiality

We need to be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss this with the child:

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

However, it may not be possible to gain the pupil's consent first, such as in the case of pupils who are at immediate risk. Protecting a pupil's safety is our main priority so we would share disclosures if we judge a child to be at risk.

Whole Academy Approach

We take a whole Academy approach towards the mental health of our pupils. This means working with families and with other agencies and partners, where necessary.

Working with families

We aim to support families as much as possible. This means keeping them informed about their child and offering our support at all times.

To support families, we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our Academy.
- Share and allow families to access further support.
- Ensure that families are aware of who to talk to if they have any concerns about their child.
- Give families guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to families.
- Keep families informed about the mental health training our Academy staff receive (see appendix 2) and how mental health is covered in our Academy curriculum.

Working with other agencies and partners

As part of our whole Academy approach, we will also work with other agencies to support our pupils' emotional health and wellbeing. This might include liaising with:

- The Academy nurse.
- Pediatricians
- CAMHS / EWMHS
- Counseling services
- Therapists
- Family support workers
- Power project
- Behavioural support workers
- Community 360

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will consider additional training opportunities for staff and we will support additional Continual Professional Development (CPD) throughout the year where it becomes appropriate due to developing situations with pupils.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process, and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight and non-pupil day training sessions for all staff to promote learning and understanding about specific issues related to mental health.

Suggestions for individual, group or whole Academy CPD should be discussed with the Head Teacher or Head of Residential, who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed annually. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

APPENDIX 1

Please complete and send this form to:

Emotional and Wellbeing Mental Health Service
200 The Crescent
Colchester Business Park
Colchester
CO4 9TQ

Or Email: NELFT-EWMHS.referrals@nhs.net

If you are having difficulties completing the form
please contact us:

Telephone: 0300 300 1600, Option 2



Date:		
Section 1 Child / Young Person's Details		
First Name:	Surname: «Surname»	
Gender: «Date_of_birth»	Date of Birth:	
Address and Postcode:	NHS Number: «Gender»	
	Child/Young Persons Preferred contact number:	
	Child/Young Persons Email Address:	
Preferred Language: «Main_spoken_language»	Is an interpreter required:	
Ethnicity:	Nationality:	Religion:
<i>Please indicate consent for us to communicate with child/young person by</i> Letter: <input type="checkbox"/> Email: <input type="checkbox"/> Phone: <input type="checkbox"/> (includes if another person answers your phone) Leave Phone Message or SMS: <input type="checkbox"/>		
Section 2 Details of person completing this form		
Name:	Preferred contact number:	
Address:	Alternative number:	
Relationship to child/young person?	Email:	
<ul style="list-style-type: none">• I am a young person requesting support for myself <input type="checkbox"/>• I am a parent/carer requesting support <input type="checkbox"/>• I am a professional (please add role and title) <input type="checkbox"/>	<i>Please indicate consent for us to leave a Phone Message or SMS:</i>	
	Comments, if any	
	'I have shared the information recorded in this form with the child/young person/parent/carer'	

Signed:	
GP Name: «Registered_GP_address»: Contact number:	Academy / Nursery / College Name: Address: Contact number: Email:



Section 3 Parental responsibility Parent or Carer's Details	
Names of parent / carer's:	Are both families aware of this request?
Who has Parental responsibility (PR)?	
Address or addresses:	Preferred contact number: Any alternative number: Email address: <i>Do you give consent for us to communicate by</i> <i>Letter: <input type="checkbox"/></i> <i>Email: <input type="checkbox"/></i> <i>Phone: <input type="checkbox"/> (consent will include if another person answers your phone)</i> <i>Leave Phone Message or SMS: <input type="checkbox"/></i>
Section 4	Consent of child/young person or parent/carers with parental responsibility (PR). <i>EWMHS are only able to proceed with the consent of the child/young person or if under 16 a parent/carers with parental responsibility.</i>
Child/Young Person Under 16 1. Does the parent/carers consent to this request for support? 2. Does the parent/carers consent to the sharing of information with other NHS Services that care for the child? 3. Does the parent/carers of the child consent to information being shared with other teams and agencies (e.g. Education services, Children's Centres and social care) in order to identify the most appropriate support?	
Signed (Parent/Carers)	Comments, if any

Young Person Over 16

1. Does the young person consent to this request for support?
2. Does the young person consent to sharing of information with other NHS Services that care for them?
3. Does the young person consent to information being shared with other teams or agencies (e.g. Education services, Children's Centres and social care) in order to identify most appropriate support.

Signed: (Child/Young Person)

Comments, if any

Section 5 Other agencies involved**Local authority information****Child Protection Plan**Yes ☐ No ☐**Child In Need:**Yes ☐ No ☐**'Looked After Child' (LAC):**Yes ☐ No ☐

If LAC Section 20, we will need to have consent by parent/s with parental responsibility.

When 'under 16' a **LAC** will require Social worker consent.

Name and Contact details of Social Worker - including email address.

Please include an alternative social worker contact number such as a Duty worker or team manager.

Please add relevant details and dates below if applicable.

- a) Previously known to EWMHS or CAMHS? Yes ☐ No ☐
- b) Is the child/young person currently having counselling? Yes ☐ No ☐
- c) Has the child/young person previously accessed any other services/counselling? Yes ☐ No ☐
- d) Is the child/young person known to Community Paediatric Services? Yes ☐ No ☐
- e) Is the child/young person known to Hospital or Community Doctor? Yes ☐ No ☐
- f) Is the child/young person known to Children With Disabilities Team? Yes ☐ No ☐
- g) Is the child/young person known to the criminal justice system? Police involvement? Courts? Or the Youth Offending Service? Yes ☐ No ☐

h)	Is the child/young person known to SENCo?	Yes <input type="checkbox"/> No <input type="checkbox"/>
i)	Is the child/young person known to known to Educational Psychology or Psychologist?	Yes <input type="checkbox"/> No <input type="checkbox"/>
j)	Is the Educational Access department involved?	Yes <input type="checkbox"/> No <input type="checkbox"/>
k)	Is the child/young person known to safeguarding?	Yes <input type="checkbox"/> No <input type="checkbox"/>
l)	Is the child/young person known to Nursery Nurse?	Yes <input type="checkbox"/> No <input type="checkbox"/>
m)	Is the child/young person known to Academy Nurse/Health Visitor?	Yes <input type="checkbox"/> No <input type="checkbox"/>
n)	Is the child/young person known to Social Care or Family Solutions?	Yes <input type="checkbox"/> No <input type="checkbox"/>
o)	Any other (please specify)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Appendix 2

Mental Health and Wellbeing Training courses that staff at Ramsden Hall partake in.

Course provider	Course Title
Educare	Adverse Childhood Experiences
	Child Neglect
	Child protection
	Dealing with bereavement
	Domestic abuse: Children and Young People
	Mental Wellbeing in Children and Young People.
	Safeguarding young people.
Skills Network	Understanding Autism
	Understanding Mental Health
	Counselling skills
	Specific learning difficulties.
CPD training	Attachment Awareness
	Positive Psychology
	Dealing with self-harm
	How to be an active listener
	Dealing with challenging behaviours.
	Dealing with Trauma
	Trauma Perspective Practice