

Bishop Chadwick Catholic Education Trust

St Aidan's Catholic Academy

Pupil Mental Health and Wellbeing Policy

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| Approved by: | Mrs Emmerson | Date: 9 th February 2024. |
| Last reviewed on: | 9 th February 2024 | |
| Next review due by: | 9 th February 2027 | |
| Review frequency: | 3 years | |

‘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)

Statistics

- One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That’s five children in every classroom (i).
- The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition more than tripled between 2010 and 2018-19 (ii).
- 83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse (iii).
- In 2018-19, 24% of 17-year-olds reported having self-harmed in the previous year, and seven per cent reported having self-harmed with suicidal intent at some point in their lives. 16% reported high levels of psychological distress (iv).
- Suicide was the leading cause of death for males and females aged between five to 34 in 2019 (v).
- Nearly half of 17-19 year-olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women (vi).

[Mental Health Statistics UK | Young People | YoungMinds](#)

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Appendix 1 Recommended procedure to follow in a case of acute mental health crisis.

Appendix 2 Mental health provision map.

1. Rationale

At St Aidan's Catholic Academy, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- SEND policy
- Behaviour for Learning policy
- Anti-bullying policy
- Child protection and safeguarding policy
- Attendance policy

2. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL).

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Headteacher – Mr G Sanderson

Designated safeguarding lead (DSL) – Mrs G Hogg

Special educational needs co-ordinator (SENCO) – Mrs C Robinson

Mental health lead – Mrs G Hogg

Mental Health First Aiders – Mrs G Hogg, Ms J Jackson, Mrs M Halliday, Mrs K McKenna, Mrs C Robinson, Mr A Morris, Mr R Lannon, Miss K Szczepanska, Mr P Gardner, Mr G Stephenson.

3. See Appendix 1 recommended procedure/flowchart to follow in the case of acute mental health crisis.

4. Warning signs

All staff will be observant for signs that a pupil's mental health is deteriorating. Some warning signs include, but are not exclusive to:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

5. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgemental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential child protection file.

6. Confidentiality

Staff will explain the limits of confidentiality and share all information with the DSL in line with the school's safeguarding policy.

7. Supporting pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers a tiered system of mental health support. This includes our universal offer, targeted support and specialist support. See Mental Health Provision Map in appendix 2.

8. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Engaging in an open discussion with parents/carers around any mental health needs the pupil may be experiencing at home or at school, to ensure provision of holistic support.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support.
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home.

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual plan will be created in collaboration with parents/carers

9. Supporting peers

Pupils may be distressed and/or be at risk of developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Please refer to the flowchart in appendix 1 for each pupil.

10. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Designated Senior Mental Health Lead and Heads of Houses will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

11. Whole school approach to promoting mental health awareness

11.1 Mental health is taught in PSHE

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing and promote the 5 ways to wellbeing across the curriculum.

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE curriculum - [PDE - St. Aidan's Catholic Academy St. Aidan's Catholic Academy \(staidanscatholicacademy.co.uk\)](https://www.staidanscatholicacademy.co.uk)

11.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

12. Training

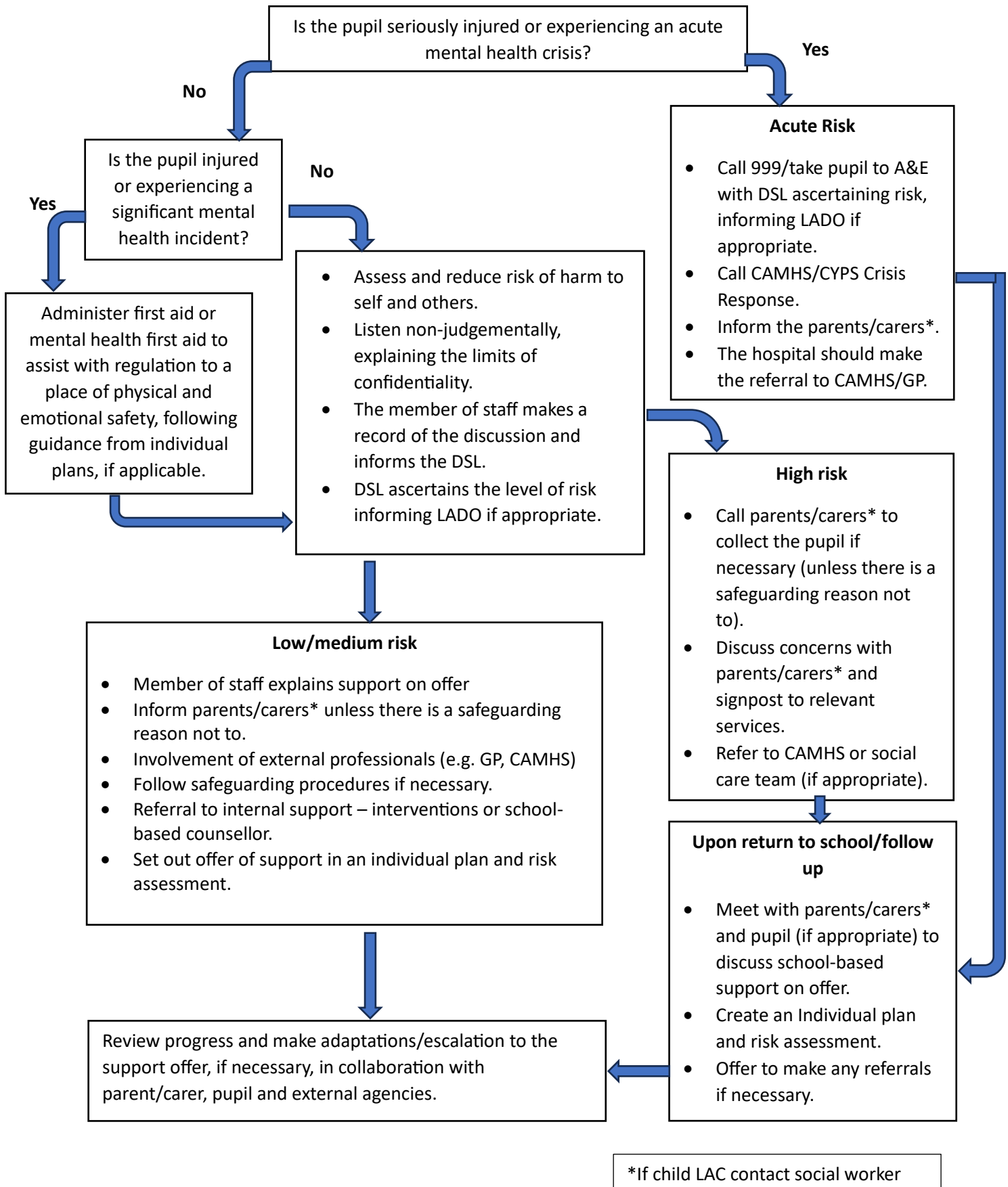
All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

13. Monitoring arrangements

This policy will be reviewed by Governors every 3 years. At every review, the policy will be approved by Governing body.

Appendix 1 - Recommended procedure to follow in a case of acute mental health crisis (as appropriate with an understanding of the needs of the young person). Read alongside safeguarding and other previously mentioned policies.



Appendix 2

St Aidan's Mental Health Provision Map

| Social, Emotional and Mental Health Needs | | |
|--|--|--|
| Universal Offer | Targeted Support | Specialist Provision |
| <ul style="list-style-type: none"> • A culture of hard work, trust and fairness. • Embedded routines and social norms. • Family dining experience. • Consistent use of narrative from all staff. • Morning reading before 8.20am. • Free breakfast for all from 7.45am. • Morning homework club before 8.20am. • Daily Examen. • Daily enrichment with a broad range of opportunities. • Day to day support from staff. • Weekly access to The Reading Canon to support understanding of British Values and 9 Protected Characteristics. • Weekly wellbeing focus. • Weekly assembly. • Weekly house competition. • Weekly Pupils of the Week. • CLIMB – a programme to support leadership opportunities. • Scaffolded learning for those who need. • Modelling of tasks. • PDE curriculum adjusted based on outcomes of Health-related behaviour survey. • St Aidan's Standard and rewards – Week 4 of each cycle. • Use of Arbor to share achievements and behaviours. • St Aidan's One Voice – Antibullying, Wellbeing and Impact Groups. • Strong home to school relationships. | <ul style="list-style-type: none"> • Head of House monitoring of behaviour leads to implementation of highly targeted intervention such as support for homework or punctuality. • Pastoral support if / when needed. • Attendance officer working with families to improve attendance. • Office 10 to support pupils with additional needs and to access sensory aids. • Signposting in classrooms and on our school website and social media. • Access to Mental Health First Aiders in school. • Access to Kooth and Luma Novi (up to Age 12). • Pastoral Support Plans • Teacher mentor. • ILP to support pupils where needs are an identified SEND need. • Social skills / Friends resilience sessions. | <ul style="list-style-type: none"> • Access to schools emotional and resilience nurse. • Access to Trust counselling services. • Access to Healthy MINDs. • Access to Washington MIND. • Access to Clennell 1:1 bespoke behaviour intervention. • Access to Brook. • Access to YDAP. • Access to CAMHS and CYPS. • Access to Alternative Provision. • Access to Virtual School for Cared or previously Cared for Children. • Access to an Education Psychologist. • Access to support for bereavement. |