

Severn Vale School
Whole School Approach to Mental Health and Well-being
September 2019

**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 2014)**

At Severn Vale School, we aim to promote positive mental health and well-being for both students and staff, working together alongside families, outside agencies and the community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches to support students where risk factors are identified. In addition, we aim to recognise and respond to mental health concerns. By developing and implementing a practical, relevant and effective whole school approach we can promote a safe and stable environment for all and in particular, identified students.

This document describes the school's approach to preventing harm and promoting positive mental health and well-being and is intended as information and guidance for all staff including non-teaching staff and governors.

This document should be read in conjunction with our Health and Safety Policy in cases where a student's mental health overlaps with or is linked to a medical issue; the SEN and Disabilities Policy where a student has an identified special educational need; the Safeguarding and Child Protection Policy where there are safeguarding concerns; the Behaviour Policy where there are concerns about attitude to learning and conduct and the Attendance Policy where attendance is affected by mental health; the Whole School Approach for Young Carers and the Whole School Approach for Looked after Children.

This document has been developed in accordance with guidance in:

DfE Mental Health and behaviour in schools November 2018

DfE The Teachers Standards 2012

DfE Keeping Children Safe in Education 2019

Guidance from Public Health England: Promoting children and young people's emotional health and well-being March 2015

DfE Government Response to the Consultation on Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps 2018

We AIM to:

- Promote positive well-being and mental health in all staff and students
- Increase understanding and awareness in staff and students
- Provide support and training to staff working with young people with mental health issues
- Encourage and support students to be resilient and mentally healthy
- Make appropriate referrals for intervention from internal and external mental health support
- Provide support and advise students, parents and carers in securing further support from medical professionals
- Provide information to raise awareness of where staff can secure further support from medical and other professionals

KEY staff:

All staff, teaching and non-teaching, have a responsibility to both promote the positive mental health of students and help identify concerns. Staff with a specific, relevant remit include:

- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Michell Littlegray - Assistant Head and SENDCO
- Deb Jordan - Inclusion Manager, Deputy Designated Safeguarding Lead and Designated Lead for Mental Health (DLM)
- Key Stage Leaders
- Pastoral staff – Heads of Year
- Andy Oldham - Operations Manager and lead first aider
- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Julia Atkinson – School Business Manager
- Barry Hockaday - Head of Futures
- Ben Wakeford – Deputy Head
- Virginia Martin – Attendance Improvement Officer

Any member of staff who is concerned about the mental health or well-being of a student should speak to the Pastoral Head of Year in the first instance.

If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the DSL, Deputy DSL or the head teacher.

If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Mental health problems in Young People:

Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression
- conduct disorders, for example stealing, defiance, fire setting, aggression, and anti-social behaviour
- hyperkinetic disorders, for example disturbance of activity and attention
- developmental disorders, for example delay in speech, social ability, or bladder control
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an abnormal pattern of attachment to parents or major care givers
- trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences, abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders, psychotic disorders

Adverse Childhood Experiences:

ACEs is an acronym for adverse childhood experiences. ACEs are specific events that occur before the age of 18 years and can be grouped into three types: abuse, neglect and household dysfunction.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, family conflict or breakdown, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house, changing school
- traumatic experiences – abuse, neglect, domestic violence, bullying, violence, accidents, injuries
- other traumatic incidents – natural disaster, attack

Warning Signs:

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should be taken seriously and staff observing any of these warning signs should communicate their concerns with the Pastoral Head of Year in the first instance, who will liaise with the Designated Lead for Mental Health if needed.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming fearful, socially withdrawn, low self esteem
- Changes in behaviour, activity and mood

- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Possible abuse of 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
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing student disclosures:

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a 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.

Students may present as 'sad', anxious or depressed.

Students may present or disclose thoughts of self-harm, actual self-harm (i.e. cuts, burns, scratches).

Students may present or disclose as having had suicidal thoughts or feeling suicidal.

****These mental health issues are NOT included within KCSIE Safeguarding procedures and instead are covered by our Additional Pastoral Care protocols at SVS (see below).****

The monitoring of APC systems for each year group is the responsibility of the Head of Year and Key Stage Lead.

School response to disclosure:

Additional Pastoral Care (APC)

Protocols for Staff:

If a student presents any of the above issues please;

1. Listen carefully to what the child is saying
2. Remain calm and take what the child is saying seriously ensuring that they know you are doing so
3. Reassure the child that they are doing the right thing by telling someone
4. Where possible ensure that you continue your conversation where you cannot be overheard

5. Do NOT promise confidentiality – Explain that you need to pass it on to Pastoral Staff
6. Do ask if the student has told another adult or is accessing support about how they are feeling
7. Do notify the relevant Head of Year (HOY) and attached Key Stage Lead in person as soon as possible
8. Do follow up with an email account to the Tutor, HOY and Key Stage Lead on the same day

Protocols for Pastoral Teams:

If a student is reported to have any of the above issues please follow the following protocols;

- 1) HOY or attached Key Stage Lead to speak with the student before the end of school day
- 2) HOY or attached Key Stage Lead to assess situation and contact parents/carers the same day*
- 3) Where necessary parents/carers to be advised to take student to GP.
- 4) Parents can be given the CRISIS team number for any concerns out of office hours as they operate 24 hour service 08001690398.
- 5) Head of Year to add to student chronology and consider adding to or updating Graduated Pathway
- 6) If necessary HOY to add to APC list, decide upon opening category of priority (High, Medium or Low).
- 7) If necessary HOY to raise concerns with CYPS drop-In team and if required speak with the advice line who can support you to complete CYPS referral.
- 8) APC lists to be reviewed and updated Termly as part of Key Stage Team scheduled meetings.
- 9) Following review APC shared via email with attached Key Stage Leader & Safeguarding Team.

***Should the student be subject to known Safeguarding issues (current or historic) please ensure the Safeguarding Team are notified prior to parents being notified.**

Emergency APC Response Protocols:

If a student presents as having suicidal thoughts at that present time or has taken action to harm themselves (e.g. overdose of medication) please follow these protocols;

- 1) Do not leave Student alone. Ensure they are supervised at all times.
- 2) Call a First Aider immediately.
- 3) Parents to be notified and request made for parent/carer to collect and take to A&E as per NHS guidance (Please be aware that any admission to A&E for suicidal thoughts/self-harm/mental health should automatically mean an assessment is done by the Psychiatric team and lead to a CYPS referral).

***Should parents not be available then 2 appropriately identified staff to escort student to A&E until parents can arrive.**

- 4) Responding staff involved should email summary of events leading to A&E referral to Year Team and Safeguarding Team for records.
- 5) Contact to be made by parent/carer with school regards outcomes of Hospital assessments prior to students return.
- 6) On return to school Head of Year to liaise with Site Manager, Inclusion and Safeguarding team over Risk Assessment if necessary.
- 7) A return to school meeting to be arranged by Head of Year (alongside Inclusion / Safeguarding Team if necessary).
- 8) Relevant staff to be made aware of students return and terms of Risk Assessment where appropriate.
- 9) Head of Year to review Risk Assessment after agreed time frame with student and parent.

Referring to CYPS

Where a referral to Children and Young People Services (CYPS) is appropriate, this can be supported by the Designated Lead for Mental Health in liaison with the student's Head of Year. **Guidance on referring to CYPS is provided in Appendix A.**

In school provision

Severn Vale School have a robust **Offer of Early Help** – this includes service level agreements with **Teens In Crisis plus (TIC), E-motivate and Yes Mentoring** who provide a varying range of support appropriate to the need of a referred student.

Young People, parents, carers can self-refer to **Teen In Crisis Plus**. There are options for online counselling or face to face counselling.

Where appropriate, staff can refer students to the school nurse. We have a school nurse who runs drop in sessions on a Monday lunchtime in The Sanctuary.

www.glos-care.nhs.uk/school-nursing-referral-form

Individual Health Care Plans / Risk Assessments:

It can be helpful to draw up an individual care plan, safety plan or risk assessments for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents/carers and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions

- Medication and any side effects
- What to do, and who to contact in an emergency

Graduated Pathway:

Identified students may benefit from a My Plan/My Plan Plus as a result of well-being issues they may experience. As part of the graduated pathway, review meetings are held by a member of staff from the SEND or Pastoral team. Parents/carers will have a vital role to play in these conversations in supporting their child's well-being and other agencies will be involved dependent on the level of need.

Teaching about Mental Health:

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 developmental Futures curriculum. This is informed by the results of the bi-annual Gloucestershire Healthy Living & Lifestyles Online Pupil Survey completed by Year 8 and Year 10 students.

The specific content of lessons is regularly adapted to meet emerging needs in society; there will always be an emphasis on enabling students to develop the skills, knowledge, resilience, understanding, language and confidence to seek help (internal and external services), as needed, for themselves or others.

As part of our efforts to help develop students' emotional well-being, all KS3 students will be asked to keep a gratitude journal for their homework in Futures. Once a week they will be asked to write down 3 things they are grateful for in their Futures reflection log. This could be large, general things such as *'I'm really grateful for living in a rich country'* through to small, specific things like *'I woke up to sunshine this morning and it made me feel happy'*.

This is very much an evidence-based intervention. Gratitude journaling is currently one of the fastest growing areas of prescription amongst psychologists with many research studies showing just once a week is enough to have lasting impacts on well-being well into the future.

In addition, other agencies are invited into school to deliver educational sessions on specific identified topics eg. physical and mental health, relationships, keeping safe.

Many school activities promote, inform and encourage positive well-being:

- Activities for charity fundraising
- Flexible Learning Days

Student voice:

The Student Leadership Team will champion positive well-being and mental health on behalf of the student body through the support of student's completion of Severn

Vale School pledges and other projects and activities across the curriculum and the academic year.

Signposting – students:

Students, parents and carers are aware of sources of support within school and external agencies. Support available and our whole school approach to well-being is outlined on the Safeguarding and Well-being page of the school website.

- We display relevant sources of support in pastoral offices, our Social Inclusion Unit, The Gateway and the Inclusion and Safeguarding offices.
- We highlight sources of support to students within relevant parts of the curriculum.
- We advise parents/carers of who to talk to if they have concerns about their child
- Through the school newsletter parents/carers are informed about key areas linked to safeguarding and well-being

Further sources of support can be found in Appendix B

Working with Parents and Carers of vulnerable students:

We need to be sensitive in our approach.

It can be shocking and upsetting for parents/carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

Staff should consider whether a meeting or a phone call is the best way forward.

Staff should highlight further sources of information to parents/carers as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

In the majority of cases the school will endeavour to seek consent from parents or carers in referring students to in school provision or partner agencies.

Supporting Peers:

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. 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, staff should consider on a case by case basis which friends may need additional support. 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:

- 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 / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, it should be highlighted 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

Promoting Positive well-being and mental health for staff:

Key staff:

- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Lyn Woodrow – HR Officer
- Julia Atkinson - School Business Manager
- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Deb Jordan - Inclusion Manager, Deputy Designated Safeguarding Lead and Designated Lead for Mental Health (DLM)

As adult professionals staff have the best understanding of their health needs. Should they feel that support is required, or they are struggling with any aspect of their professional or personal lives impacting on their professional lives, they are encouraged to raise this with their line manager or with a member of SLT. School will offer appropriate and timely support through a range of strategies and referrals if necessary.

Severn Vale School recognise that good mental health is best supported by an active approach and positive attitude and encourage well-being activities which are delivered in a variety of ways. Should any member of staff wish to contribute ideas or activities they should feel encouraged to do so with the Staff Development Lead in the first instance.

As well as having a generous pension and welfare package linked to salary, our staff also benefit from the services listed below.

Employee Assistance Programme (Legal & General):

This a completely confidential service which all staff are able to access the service can be contacted for help and advice on anxiety, immediate crisis intervention, bereavement, counselling, legal information, medical information and health assessment.

You can access the service 24/7 via a confidential telephone call or online:

Phone - 0800 197 0655 Online - www.legalandgeneral.com/eap

Username - workliffeap

Password - worklifeeap

When prompted using either contact method, we are registered via Gloucestershire Pension Fund.

- Occupational Health Unit (Gloucestershire County Council):

We buy the services of Gloucestershire's OHU and regularly recommend to staff who are experiencing difficulties. OHU offer face-to-face counselling sessions. We are happy to fund a block of six sessions when it is identified that this will help a member of staff.

- Gym Membership:

Staff receive free annual membership to our gym, run by Quedgeley Health and Fitness.

- Flu Vaccinations:

These are arranged in school each year, so are convenient for staff. They are funded by the school.

- Sight tests and glasses:

We follow the legal recommendations for sight tests and glasses.

<http://www.hse.gov.uk/msd/dse/eyetests.htm>

- Staff Well-being and Reward Budget:

Our staff enjoy a range of activities throughout the year, funded by our Staff Well-being and Reward budget. These include INSET lunches, flu vaccinations, seasonal treats, social events, refreshments, parents' evening refreshments, tuck shop, weekly fruit bowl and 'emergency' products in the ladies toilets.

We are open to suggestions, please let us know of any ideas to help staff.

For further information on any of the above items, please contact Julia Atkinson, School Business Manager.

Reflective Supervision with CYPS is available for pastoral staff who would value some support for their own well-being and in dealing with the secondary trauma we can experience when dealing with students with mental health concerns. Guidance on how to access this support is available from the Safeguarding team.

Useful sources of advice and support can also be found below:

Mind:

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/useful-resources/>

Mindful Employer:

<https://www.dpt.nhs.uk/mindful-employer>

Staff training

As a minimum, all staff will receive regular training about recognising and responding to mental health concerns as part of their regular child protection training in order to enable them to keep students safe.

Key staff:

- Mark Nichols - Assistant Head Inclusion and Designated Safeguarding Lead (DSL)
- Kirsten Prescott – Deputy Head Teaching, Learning and Assessment
- Michell Littlegray - Assistant Head SENDCO
- Deb Jordan - Inclusion Manager, Deputy DSL and Designated Lead for Mental Health.
- Andy Oldham - Operations Manager and Lead First Aider

A significant number of our Severn Vale School staff team have received Mental Health First Aid training and as new staff join training can be provided.

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 and relevant to the student's needs.

Training sessions for all staff to promote learning and understanding about current specific issues related to mental health and well-being are part of the professional development calendar are delivered as part of staff Professional Learning Time.

Review

Review: Yearly

Additionally, this document will be reviewed and updated as appropriate in response to training, the GHLL review, Online Pupil Survey and Staff Survey.

Completed: September 2019

Next review: September 2020

Appendix A: Guidance on referring to CYPS (Children and Young People's Service)

If the referral is urgent it should be initiated by phone so that CYPS can advise of best next steps:

CYPS Advice line 01452 894272

Referrals

Before making any referral, speak with a member of the primary mental health team who can advise and discuss it with you.

You should also be able to provide evidence to CYPS about what intervention and support has been offered to the pupil by the school and the impact of this.

General considerations

- Have you met with the parent(s)/carer(s) and the referred child/children?
- Has the referral to CYPS been discussed with a parent / carer and the referred pupil?
- Has the pupil given consent for the referral?
- Has a parent / carer given consent for the referral?

Basic information

- Is there a child protection plan or child in need plan in place?
- Is the student a child in care?
- Name, address and date of birth of referred child/children
- Contact details
- Who has parental responsibility?
- Surnames if different to child's
- GP details
- What is the ethnicity of the pupil / family
- Will an interpreter be needed?
- Are there other agencies involved?

Reason for referral

- What are the specific difficulties that you want CYPS to address?
- How long has this been a problem and why is the family seeking help now?
- Is the problem situation-specific or more generalised?
- Your understanding of the problem/issues involved

Further helpful information

- Who else is living at home and details of separated parents if appropriate?
- Name of school
- Who else has been or is professionally involved and in what capacity?
- Has there been any previous contact with our department?
- Has there been any previous contact with social services?
- Details of any known protective factors
- Any relevant history i.e. family, life events and/or developmental factors
- Are there any recent changes in the student's or family's life?
- Are there any known risks, to self, to others or to professionals?
- Is there Educational psychologist involvement?

For further support and advice, our primary contact is:

Primary Mental Health Team 01452 895281 / 895282

Appendix B: Sources of support for common mental health issues

Children and Young Peoples Services (CYPS)

<https://www.2gether.nhs.uk/other-areas/cyp/>

If there is an immediate danger to life, please dial 999 or go to your nearest Accident and Emergency Department.

If you live in Gloucestershire and someone you know needs help in a mental health crisis, call our crisis teams.

Call 0800 169 0398.

Teens in Crisis:

www.ticplus.org.uk

Tel: 01594372777

PARENT SUPPORT LINE: 0800 6525675

PARENT SUPPORT WEB CHAT: www.ticplus.org.uk/parents-carers

OPEN TIMES: Monday & Wednesday: 5pm – 9pm Tuesday & Saturday: 9.30am – 1pm

Helpful websites with general information can be accessed via:

Positive Well-being

Action for happiness:

<https://www.actionforhappiness.org/10-keys-to-happier-living/>

Blurt it Out:

<https://www.blurtitout.org/2017/06/08/apps-help-mental-health/>

Mental Health Foundation:

www.mentalhealth.org.uk

Support

Childline:

<https://www.childline.org.uk/>

Helpline for children:

0800 1111

NSPCC:

<https://www.nspcc.org.uk/>

Helpline for adults:

0808 800 5000

Samaritans:

www.samaritans.org.uk

Call 116 123

Young Minds:

<https://youngminds.org.uk/>

On Your Mind:

www.onyourmindglos.nhs.uk

SEN Links

<https://www.mencap.org.uk/advice-and-support>

Self Harm

Gloucestershire Self Harm helpline:

<https://www.gloucestershireselfharm.org/>

0808 816 0606

Anxiety

NHS Advice:

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

Mind:

<https://www.mind.org.uk/information-support/typesof-mental-healthproblems/anxiety-andpanic-attacks>

Self Esteem

Dove:

<https://www.dove.com/uk/dove-self-esteem-project.html>

Healthy Lifestyles

Gloucestershire Healthy Living and Lifestyles:

<https://www.ghll.org.uk/news/items/chat-health>

Online Safety

Think You Know:

<https://www.thinkuknow.co.uk/>

Parent Info:

<https://parentinfo.org/>

How to be safe:

<https://h2bsafetycentre.com/>

Eating problems

Beat Eating Disorders:

www.b-eat.co.uk/about-eating-disorders

Bereavement

Winston's Wish:

<https://www.winstonswish.org/>

Call 08452 030405

LGBT

GayGlos:

<https://www.gay-glos.org/>

Mermaids:

<https://mermaidsuk.org.uk/>

Drugs & Alcohol

Talk to Frank:

<https://www.talktofrank.com/>

Domestic Violence

Gloucestershire Domestic Abuse Support Service:

<https://www.gdass.org.uk/>

Call 01452 726570

West Mercia Women's Aid:

<http://www.westmerciawomensaid.org/>