

Gilded Hollins Community School



Mental Health and Emotional Well-being Policy

Policy schedule	
Written	July 2024
To be reviewed:	July 2027

This policy has been written with due regard to the Equality Act 2010

Rationale

Mental health and emotional wellbeing are as important as physical health to lead a happy and fulfilling life.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Within their school career, all children will experience ups and downs, and some may face significant life events. The Department for Education (DfE) recognises that: 'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'

'Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.'

[World Health Organisation \(WHO\)](#)

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 children suffering mental ill health and their peers and parents/carers

Lead Members of Staff

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility include:

- Chris Burns – Headteacher and Designated Safeguarding Lead DSL
- Caroline Gore - Deputy Designated Safeguarding Leads / SENDCO / PHSE Lead
- Rob Taylor / Jess Martin - Deputy Designated Safeguarding Leads
- Chris Burns - Mental Health Lead

Whole school strategies

We promote a mentally healthy environment through a consistent approach that includes:

- A clear vision, ethos and culture that values and respects the continuation of everyone and challenges stereotypes
- Promoting our school values and encouraging a sense of belonging
- Promoting pupil and staff voice and opportunities to participate in decision making
- Teaching about Mental Health and Wellbeing. The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are an integral part of our PHSE and PE curriculum and underpin the school's ethos and values.
- Celebrating academic and non-academic achievements

- Identifying and developing children's and adults' unique talents
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs
- Staff and governors who model positive and appropriate behaviour, interactions and ways of relating to children, colleague, parents and the wider community at all times
- A learning/working environment that is safe, secure, clean, attractive and well cared for, where all can achieve and experience success and wellbeing, and that that promotes and enhances positive mental health and emotional wellbeing
- Support for children and staff going through difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties, working with external agencies where appropriate, such as CAMHS or TESS

Pupil Identification

We assess the need of individual children using these wellbeing measures:

- staff observations
- any changes in a child's behaviour, attention, or presentation
- any communication from the pupils regarding their emotions, feelings, or wellbeing.
- any communications from parents

Any member of staff who is concerned about the mental health or wellbeing of a child, should speak to the SENDCO, mental health lead or DSL and record this on CPOMS in the first instance. In the first instance, the professionals in school will work to ensure that children receive the support they need, either from within school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

If there is concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding team.

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

Where a referral to CAMHS is appropriate, this will be led and managed by the SENDCo or DSL.

Individual Learning plans will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health.

Pupils with special educational needs pertaining to social, emotional and mental health difficulties and/or diagnoses have Individual Learning Plans (ILPs) outlining the targeted support that is provided for them.

Procedure for concern in relation to mental health and emotional wellbeing

If a pupil chooses to disclose any concerns about their own mental health, safety or wellbeing, or that of a friend, a member of staff's response should always be calm, supportive and nonjudgemental.

Staff should listen, rather than advice and our first priority should be for the pupil's emotional and physical safety.

Disclosures should be recorded in writing and held on the pupil's confidential file (CPOMS). This written record must include:

- Date, time and location
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's own words
- Agreed next steps and actions

Confidentiality

We should always be honest with children and their families in regard to confidentiality, especially if this compromises a child's safety or wellbeing. If we think it is necessary to pass our concerns about a pupil on, then we should discuss with the child:

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

And reassure them that they have done the right thing in speaking out.

Supporting staff, Parents/Carers and Families

To support children, families, parents/carers, staff, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all are aware of who to talk to, if they have concerns about themselves, a colleague, child, parent, carer, family member
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through regular information sharing
- Offer relevant, timely and appropriate support to staff, parents/carers and families through:
 - In house support from key staff e.g. SENDCO or class teacher
 - External support from other agencies e.g. CAMHS or the TESS team.
- Keep parents informed about the mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home
- Instil the importance of sleep, diet, and exercise for healthy minds and bodies.

Staff Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep pupils safe.

We will host relevant information on our school website for staff and parents who wish to learn more about mental health. The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue.

As a school, we have a member of staff trained as a mental health lead.

Linked Policies

- Safeguarding and Child Protection
- SEND Information Report and Policy
- Anti-bullying
- Behaviour
- PSHE/RSHE