Kingsmead School

Mental Health Guidance

For students and staff

Policy Statement

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)

At Kingsmead School, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. 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.

Overview

Kingsmead School will do all that it can to promote the Health and Wellbeing, including mental health, of all who learn and work here. Promoting healthy lifestyle for all will be a priority. We have put into place a number of policies which will be used to promote the health and wellbeing of pupils and staff. These include:

- Safeguarding policy
- Safeguarding policy – Addendum (Covid-19)
- SEND
- ANTI BULLYING STRATEGY
- SAS – Shield and Shelter
- Health, Safety and Wellbeing policy
- Equality policy statement
- Rewards and sanctions strategy
- Online safety guidance
- Pupil Premium strategy 19/20

Lead members of staff

- Mrs Maria Mincher – Head teacher
- Mrs Diane Pritchard – Assistant Headteacher (Wellbeing, Personal development and safeguarding)
- Mr Michael Stephens – Wellbeing mentor
- Mrs Joy Killian - Mindfulness Lead
- Mrs Lisa Fowler-Parkes – Outdoor learning and Wellbeing
- Mr Declan Farrell - SENCO

*****Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Wellbeing or SENCO in the first instance. If there is a fear that the student is in danger of immediate harm due to mental health the Wellbeing lead/mentor should be contacted immediately and failing this the Headteacher or her deputies should be contacted as a matter of urgency. If there is a safeguarding concern, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding lead (Mrs Diane Pritchard), or the headteacher. 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***

What is meant by mental health difficulty?

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.

Mental Health Emergency or Crisis

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-today life or work, think about suicide or self-harm, or experience hallucinations and hearing voices.' NHS, 2019.

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

If a student presents with any of the above problems, staff will go through the following mental health referral systemic to ensure the student, 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 Wellbeing lead, SENCO, or DSL

Recognising mental health problems in children

What is a mental illness?

Mental health is the overall wellness of how you think, regulate your feelings and behave. A mental illness, or mental health disorder, is defined as patterns or changes in thinking, feeling or behaving that cause distress or disrupt a person's ability to function.

Children can develop the same mental health conditions as adults, but their symptoms may be different and can often be difficult for us to identify. It can be hard to understand mental health

disorders in children because normal childhood development is a process that involves complex change anyway. There are warning signs that a child may have a mental health problem, the list is not exhaustive, and these signs could also be an indicator of other issues. Certainly, a child presenting with a combination of them would need a referral. It is important not to ignore any *'instinctive'* sense that a child's emotional health is at risk.

Some warning signs that a child may have a mental health problem include:
- Persistent sadness — two or more weeks
- Excessive fear, worrying or crying
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Persistent nightmares
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Recognising mental health problems in adults in the workplace

It is important to remember that everyone's experience with ill mental health is different, so symptoms can vary from person to person. However, there are some common signs to look out for regarding a colleague's wellbeing. Bear in mind that if you do spot one of these signs, it doesn't always necessarily mean someone has a mental health issue. It could signal of something else entirely. It is important that people feel supported and cared for. Read below to find out some of the most common indicators of mental health problems in the workplace
- Panic attacks
- Lapses in memory
- Confusion/disorientation
- Tearfulness
- Anger/Aggression
- Changing behavioural patterns
- Out of character risk taking
- Increased absence
- poor concentration
- worrying more
- finding it hard to make decisions
- feeling less interested in day-to-day activities
- feeling overwhelmed by things
- talking less and avoiding social activities
- talking more or talking very fast, jumping between topics and ideas

Mental Health and Wellbeing

Wellbeing and Mental health team established
Safeguarding and Wellbeing team established
Wellbeing strategy shared with SLT, Whole staff and Governers – Sept 2019
Wellbeing student ambassadors appointed October 2019

Recognition and promotion of Mental Health
- Whole staff awareness of wellbeing and mental health teams
- Systems clearly signposted in policies and systemics
- Establish training opportunities for key strategic staff
- Establish and embed mindfulness as a core value in school

Whole staff training and compliance

- All staff level 1 SG trained- Sept 2020, **which included how to recognise mental health issues**
- All staff prevent trained -Sept 2020
- 2 mental health first aiders fully accredited
- 10 strategic staff level 2 SG **trained which includes how to recognise mental health issues**
- 6 members of staff mental health awareness trained
- Wellbeing mentor fully trained and accredited as mental health counsellor

Referral and support

- Early recognition of mental health issues either in students or colleagues
- Early urgent referral to either the DSL or a member of the wellbeing team
- Referral to medical team if an emergency arises
- Kingsmead 'strat' meetings - strategically collating SG/SENCO/KSHub/ LST/Tier 2 to identify early help and target appropriate provision for vulnerable students
- Log all concerns onto 'My Concern' to allow mapping and appropriate intervention

Mentoring and Support

- Kings 'Mental health' mentoring programme (MSS)
- Mental health drop ins in KS3/4/5 Hub
- Exam officer mental health first aid trained – supporting student before/during and after public examinations
- Shield and Shelter programme to combat intolerance and to promote British Values
- Fortnightly School Nurse drop ins
- K Buddies
- Fireworks Charity support for anxious students through transition and beyond
- R&R 'Reparation and Restorative' support for behaviour issues
- Use of quiet reflection areas including the animal quad / Outdoor classroom
- Rosa – our school dog

Mental health referral timeline / protocol

- Mental health concern is recognised and reported, if an emergency then straight away without delay followed up with a written account of the referral onto 'My Concern'

- The concern should be directed to either the Progress Leader or the DSL/DDSL

- A phone call home will be made, and if necessary, the student will be picked up. Advice may include conversations / GP referral / A&E

- If a student is deemed fit to remain in school, then the school counsellor/wellbeing mentor will be advised for immediate support in school.

- Follow up appointments will be made with the student and/or parent

- Mentoring will take place in the schools dedicated mentoring room or in one of our dedicated wellbeing spaces around school and could also include the use of Rosa, the school dog

- Various support mechanisms will be used eg. One-to-one intervention with Student Support Workers • Group work • Reduced timetable • Time Out Cards • Stress ball/fiddle toy • Relaxation space • Counselling • School nurse referral

- If mentoring is not as productive as we would like at school the DSL/PL will refer to outside agency support potentially Camhs / Early help / YES mentoring (YOUTH EMOTIONAL SERVICES) / MIND / The samaitans

Support Parents and Staff

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 on the school website
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

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.

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.

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.

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 1 9 Mental Health Policy November 2019 answer any questions the student might have about information sharing.

Training

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 students safe.

Specialist mental health trained staff include:

Key stage 3:

- Key stage hub fully staffed with non-teaching progress leaders (Level 2 SG trained)
- Assistant progress leaders
- Key stage leader
- Student support mentor
- First aid lead / mental health awareness trained
- Access to mental health counsellor (MSS)
- Support programme for transition and beyond from 'fireworks' mental health charity
- Regular school nurse 'drop in'
- Tier 2 family and student support through 'sickle cell'

Key stage 4:

- Key stage hub fully staffed with non-teaching progress leaders (Level 2 SG trained)
- Assistant progress leaders
- Key stage leader
- Mental health first aid trained practitioner
- Careers guidance and support (mental health awareness trained)
- Access to mental health counsellor (MSS)
- Mental health first aid trained exam officer
- First aid support
- Regular school nurse 'drop in'
- Tier 2 family and student support through 'sickle cell'

Key stage 5:

- Sixth form lead and second on 6th form available through 'hub'
- Sixth form student support and mental health awareness trained
- Regular school nurse 'drop in'
- Careers and guidance with mental health awareness
- Mental health first aid trained exam officer

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. Training can be provided within schools by identifying staff with experience in this area. The SENCO and Mental Health / wellbeing lead will be able to offer this training.

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 World Mental Health Day which provide opportunities for staff and students to work together and often feature within our school personal development programme including topics:

- Raising self-esteem
- random acts of kindness week
- Mindful days
- Black lives matter
- healthy body and minds
- Healthy relationships
- Online safety