

Mental Health & Well-Being Policy



Southend YMCA
Community School
building a future

Approved by:	The Governing Body & the Headteacher	Date: October 2024
Last reviewed on:	October 2024	
Next review due by:	October 2026	

MENTAL HEALTH & WELL-BEING POLICY FOR SOUTHEND YMCA COMMUNITY SCHOOL

APPROVED BY GOVERNORS (October 2022)

POLICY TO BE REVIEWED (October 2024)

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD:	Donna Merry
DEPUTY DESIGNATED SAFEGUARDING LEAD(S):	Jade Tyrrell
DESIGNATED SAFEGUARDING GOVERNOR:	Syrie Cox

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

MASH+ Children's Social Care, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person. OUT OF OFFICE HOURS: To make URGENT Referrals	01702 215007 mash@southend.gov.uk 0345 606 1212
SAFEGUARDING & CHILD PROTECTION CO-ORDINATOR and LOCAL AUTHORITY DESIGNATED OFFICER (LADO): Where there are concerns/allegations in respect of people working with children SAFEGUARDING ADVISOR:	ALLISON FRANCIS 01702 534539 allisonfrancis@southend.gov.uk SHARON LANGSTON 01702 534591 safeguardingforchildren@southend.gov.uk (unsecure) safeguardingforchildren@southend.gcsx.gov.uk (secure)

Contents

Contents.....	3
Policy Aims.....	4
Policy Development:.....	4
Responsibilities	5
Individual Care Plans	5
Teaching about Health, Wellbeing and Mental Health for Students:	5
Signposting:	6
Warning Signs:.....	7
Training and Support.....	8
Managing Disclosures	8
Confidentiality:.....	9
Working with Parents/Carers.....	9
Working with Agencies	10
Supporting Peers	10
Policy Review:	10
Further Information and Sources of Support	10
Appendix A: Mental Health Statistics.....	11
Appendix B: Specific Mental Health Concerns	12

At the YMCA Community School, we aim to promote wellbeing and mental health for all students and staff within our organisation. We pursue this aim through whole school approaches; specialising and targeting vulnerable young people who may display a variety of social, emotional and mental health needs.

We are proud to say we have achieved a nationally recognised Wellbeing Award through Optimus Education in June 2021 and want to continue to build on what we offer to the whole school community. This policy helps aid consistency of approach and equality of provision for our students.

In addition to promoting positive wellbeing, we aim to recognise and respond to mental ill health. In an average classroom, three children will experience a diagnosable mental health issue¹. By the age of fourteen, half of all mental health problems are established in a person. 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.

These documents describe the YMCA Community School's approach to promoting positive wellbeing and mental health for students and staff. It is intended as guidance for all, including non-teaching staff and governors.

¹ The five year forward view for mental health. Mental Health Task Force.

Policy Aims

- To increase understanding and awareness of mental health issues so as to facilitate early intervention of mental health needs and help to raise the achievement of students.
- To promote positive social and emotional wellbeing, mental health and wellness for students and staff.
- Alert students and staff to warning signs and risk factors of poor wellbeing and mental ill health.
- Provide support to staff working with young people with poor wellbeing or mental ill health.
- Provide support to students who experience mental health issues (as well as their peers and parents/carers/guardians).
- To reduce student mental health inequalities by improving the wellbeing of students, staff, parents and carers of the school community.
- To promote the importance of wellbeing and strategies to assist with mental health issues, including helping students and staff to develop healthy behaviours and coping strategies.
- Promoting a whole school approach towards social inclusion.
- Promoting a whole school approach to a positive wellbeing (embracing the principles of the 5 Ways to Wellbeing²) and an environment which encourages students and staff to make informed decisions on a healthy lifestyle based on positive attitude and information.

Policy Development:

This policy has been drafted in reference to:

- DfE Research and Analysis: Supporting Mental Health in Schools and Colleges (August 2017)
- Transforming Children and Young People's Mental Health Provision: A Green Paper (2018)
- Guidance from Public Health England: Promoting children and young people's emotional health and wellbeing (March 2015).
- Good Mental Health In Schools; NHS (2018)
- DfE Mental Health and Behaviour in Schools (2018)
- DfE Link Between Student Health, Wellbeing and Attainment (2014)
- Mental Health First Aid England
- Mental Health in Schools; Make it Count
- Good Mental Health In Schools; NHS (2018)
- Ofsted Framework 2020
- The NHS Website

² 5 Steps to Mental Wellbeing NHS

This policy works in correlation to the Safeguarding and Child Protection Policy and Rewards and Behaviour Policy.

Responsibilities

All staff at Southend YMCA Community School are responsible for fostering a culture which encourages students to openly discuss their difficulties, including any wellbeing and mental health concerns.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a member of safeguarding team in the first instance. Where a concern about a pupil's wellbeing or mental health is identified, the Designated Safeguarding Lead (DSL) or Pastoral Manager (Deputy DSL) will assess the risks to that pupil's welfare and will consult with the student, his or her parents/carers (where appropriate) and other members of staff and professionals (as necessary) to determine appropriate action to be taken to **safeguard**, support and monitor that student.

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Jade Tyrrell – Deputy Designated Safeguarding Lead and Pastoral Mentor
- Donna Merry – Inclusion Manager & Designated Safeguarding Lead
- Carla Vaughan – SENCo
- Tina Burgess – HLTA and Youth Mental Health First Aider
- Dean Reeves – Pastoral Team and Youth Mental Health First Aider
- Lee Thorne - Headteacher

Individual Care Plans

It is important to draw up an individual care plan for students causing concerns in regard to wellbeing and mental health. At the YMCA Community School, needs are identified on student learning passports with strategies to support in most social, emotional and academic needs. These are to be used in correlation to student tracking documents as a means to support. Learning passports will identify the details of any medical conditions, additional needs or concerns, personal circumstances, wishes and feelings, goals and effective strategies individual to the student. Individual risk assessments are in place for specific students where specific concerns arise in relation to safeguarding and mental health.

Teaching about Health, Wellbeing and Mental Health for Students:

Teaching and educating students with regard to wellbeing and mental health is achieved using a combination of individual interventions, group workshops, individual and group sessions with outside agencies and professionals, awareness campaigns and days as well as cross curricular planning. 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 pastoral curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching. Students and staff should be exposed to literature, facts and helplines which can further educate them on wellbeing and mental health. The content will be catered towards the needs of our students, focusing on enabling young people and staff to understand key terms, language and have the confidence to seek help, as needed, for themselves and others.

In addition, the YMCA Community School will provide services such as:

- Counselling
- Bespoke workshops addressing healthy relationships and communication, self-esteem and confidence, emotional resilience, managing anger, overcoming anxiety, stress and self-harm, substance misuse and healthy lifestyle choices
- Life coaching and mentoring for young people
- Bespoke yoga workshop
- Awareness raising activities such as World Mental Health. Awareness related to wellbeing and mental health included in whole school calendar.
- Extra circular activities and trips promoting wellbeing and mental health

Signposting:

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it.

The school will lead on signposting staff and students to helplines and supportive local agencies. A Student Mental Health Ambassador will be identified help to support signposting directly with peers.

We will display relevant resources of support in communal areas such as reception, toilets and corridors to highlight ways to get help and who young people can talk to, including a designated wellbeing board.

Staff and young people will have access to the following information:

- What help is available
- How they can access it
- Who they can speak to in and out of school
- What is likely to happen next
- Strategies to overcome obstacles
- Motivational quotes for confidence and resilience

Warning Signs:

School staff may become aware of warning signs which indicate a pupil, or a parent/carer is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these

warning signs should communicate their concerns with the Deputy Designated Safeguarding Lead (Pastoral Mentor) and Designated Safeguarding Lead.

Mental Health:

If there are signs and symptoms which last for an extended period of time; and if these issues interfere with the child's daily life, not only at home but at school and with friends, a child might need help if they:

- Often feel anxious or worried
- Have very frequent expressions of anger or is intensely irritable much of the time
- Have frequent stomach-aches or headaches with no physical explanation
- Are in constant motion; can't sit quietly for any length of time
- Has trouble sleeping, including frequent nightmares
- Loses interest in things s/he used to enjoy
- Avoids spending time with friends
- Struggling to maintain focus and engagement in learning at school, and/or academic grades decline
- Fears gaining weight; exercises, diets obsessively
- Has low or no energy
- Has spells of intense, inexhaustible activity
- Harms her/himself, such as cutting or burning her/his skin
- Engages in risky, destructive behaviour
- Harms self or others
- Smokes, drinks, or uses drugs
- Has thoughts of suicide
- Thinks his/her mind is controlled or out of control; hears voices

Wellbeing:

- Mood swings, irritability, and difficulty in concentrating can be signs of poor sleep quality.
- Some common behavioural health warning signs include: changes in mood or behaviour, anxiety and loss of interest in activities.
- Possible signs of poor nutrition and physical health include: being underweight, overweight or obese, unusual toilet habits, being pale or lethargic, dental issues, poor physical growth, behavioural problems, sleep issues, problems with emotional and psychological development, poor concentration, increased illness or regular time off school.

Training and Support

A variety of resources will be provided in a staff shared area which details strategies for confidently dealing with changes in wellbeing or diagnosed mental health issues. These can be accessed all year round. Literature and educational links will cover topics such as: anxiety, phobias, depression, suicidal thoughts, Eating Disorders, Self-Harm,

Multi-personality disorders, ADHD and ODD. See staff shared area for links and up to date articles.

There is also a section in the staff shared documents labelled staff wellbeing where a variety of resources, helplines, activities, mindfulness, health tips and local events will be shared.

There will be opportunities for in-house training on CPD days or evenings as well as within faculties. Each staff member will be entitled to a 'Wellbeing Day' every half term, this will be encouraged for all staff members to promote wellbeing.

Information will be shared in bulletins to raise awareness and continue educating staff on the issues that our young people may be facing. Mandatory child protection training will be completed by all staff annually. Additional contextual safeguarding will be facilitated at regular intervals throughout the school year. Where specific needs become relevant, these will be addressed with support of specialist information and suitable training for all. The MindED Learning Portal provides free online training suitable for staff wishing to know more about a specific issue.

We recognise the importance of staff support, safeguarding the whole schools wellbeing and mental health. As such, all staff have access to support services including counselling through Simply Health. All staff have access to clinical supervision every term.

Managing Disclosures

As identified in the Safeguarding and Child Protection Policy, a student may choose to disclose concerns about themselves or a friend to any member of staff so all staff will be trained on how to respond appropriately to the disclosure. If a student chooses to disclose concerns about their own wellbeing or mental health, or that of a friend to a member of staff, the response should always be calm, supportive and non-judgemental.

There must be no promises made; and under safeguarding legal requirements, any concerns regarding safety of a young person must be shared with the Designated Safeguarding Lead. Any staff member can make a referral to the local children's services and information on how to do so is situated around the school.

Staff should listen rather than advise; the first reaction must be of the student's emotional and physical safety rather than exploring WHY? See Mental Health and Wellbeing Folders in staff shared area for further tips and guidance on carrying out such conversations.

All disclosures must be reported with a detailed written report by the staff member and passed to the Designated Safeguarding Lead (DSL) immediately and this will be inputted onto the schools online safeguarding recording system (CPOMS). Should the DSL not be available, concerns should be passed to the Deputy DSL and in their absence the Headteacher. Forms are available in the safeguarding office and which can be accessed by members of senior leadership and the safeguarding team.

The safeguarding team will assess the risks to that pupil's welfare and will consult with the student, his or her parents/carers (where appropriate) and other members of staff and professionals (as necessary) to determine appropriate action to be taken to **safeguard**, support and monitor that student. Any referrals to professional agencies such as the Emotional Wellbeing and Mental Health Service (EWMHS) will be made by the safeguarding team.

Confidentiality:

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or students) or promise to keep a secret.

The Southend YMCA Community School must be honest with regards to the issue of confidentiality. If it is necessary to pass on concerns, we must discuss with the student about:

- 1) Who we are going to speak with
- 2) What we are going to tell them
- 3) Why we need to tell them

In situations where it is possible, staff should share with students when they must pass on details as a means to keep them safe. If a student is at risk, no promises of confidentiality should ever be made. Disclosures must be shared with the Designated Safeguarding Lead, this helps safeguard our own emotional wellbeing, as well as ensuring a continuity of care in our absence and an extra support for ideas and referrals.

Parents must always be informed regarding any disclosures regarding their child's emotional, mental health and wellbeing. The student should be encouraged to speak with their parent or carer in situations where this would be a support to them.

Working with Parents/Carers

Where it is deemed appropriate to inform parents and carers, we must be sensitive in our approach. Meeting face to face with the student would be an idyllic scenario; however, this is suited only when possible. The aims of the meeting must be to keep the young person safe and discuss ways to support. It can be shocking and upsetting for parents to learn of new issues and some may respond with anger, fear, denial etc and we must be empathetic to this when having sensitive conversations. Information, referrals, helplines, suggestions and a plan to support in all facets of the young person's life should be at the centre of the meeting. Sharing resources regarding parent helplines as well is more than suitable in these situations. It is suggested that a follow up call to explore progress or changes in the plan would further support the young person. A brief record of the meeting and next steps should be collated and recorded on the schools electronic safeguarding system (CPOMS).

Working with Agencies

All referrals for agencies such as EWMHS, counselling, mentors and coaches will be completed by the safeguarding leads, however any member of staff can make a referral to social care. Forms must be completed in line with the relevant guidelines and the most suitable agency accessed in the correct order, according to the student's needs.

Supporting Peers

Over time, peer to peer support will be more formally arranged; creating opportunities within the school for conversations and campaigns led by our young people.

Policy Review:

This policy will be reviewed every 2 years as a minimum. It is next due for review in Sep 2023.

Additionally, this policy will be updated with any new initiatives and reflect in personnel changes.

Further Information and Sources of Support

Specific Resources for Young People

- > <https://www.youngminds.org.uk/young-person/>
- > <https://riseabove.org.uk/>
- > <https://www.kooth.com/>
- > <https://www.beateatingdisorders.org.uk/>
- > <https://www.childline.org.uk/>
- > <https://www.headstogether.org.uk/>
- > <https://www.mindmate.org.uk/>
- > <https://www.seemescotland.org/young-people/whats-on-your-mind/>

Mental health support for parents, carers, and school or college staff

- > <https://www.annafreud.org/>
- > <https://www.mentalhealth.org.uk/a-to-z>
- > <https://www.cwmt.org.uk/resources>
- > <https://youngminds.org.uk/>
- > <https://stem4.org.uk/about-stem4/>
- > <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>
- > <https://campaignresources.phe.gov.uk/schools>
- > <https://www.barnardos.org.uk/barnardos-covid-19-support-hub>

Appendix A: Mental Health Statistics

- 1 in 8 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class³.
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder⁴.
- 80% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse⁵.
- 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 distress⁶.
- Suicide was the leading cause of death for males and females aged between 5 to 34 in 2019⁷.
- 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 women⁸.
- One-third of mental health problems in adulthood are directly connected to an adverse childhood experience (ACE)⁹.
- Adults who experienced four or more adversities in their childhood are four times more likely to have low levels of mental wellbeing and life satisfaction¹⁰.
- Just over one in three children and young people with a diagnosable mental health condition get access to NHS care and treatment¹¹.

³ NHS Digital (2020): 'Mental Health of Children and Young People in England', prevalence survey. Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up>

⁴ NHS Digital / The Independent (January 2020) 'Number of children admitted to A&E with mental health problems jumps 330 per cent over past decade'. Available at:

<https://www.independent.co.uk/news/health/children-mental-health-hospital-suicide-nhs-ae-a9255626.html>

⁵ YoungMinds (summer 2020) Coronavirus: Impact on young people with mental health needs (survey two).

Available at: <https://www.youngminds.org.uk/media/355gyqcd/coronavirus-report-summer-2020-final.pdf>

⁶ NCB and UCL research (November 2020), 'One in six report severe mental health difficulties by age 17'.

Available at: <https://www.ncb.org.uk/about-us/media-centre/news-opinion/one-six-report-severe-mental-health-difficulties-age-17>

⁷) ONS: Deaths registered in England and Wales (2019) section six 'Leading causes of death'. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deathsregistrationsummarytables/2019#leading-causes-of-death>

⁸ NHS Digital (2018) 'Mental Health of Children and Young People in England, 2017'. Available at:

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>. Based on 46.8% of 17 to 19-year-olds that were identified as having a diagnosable mental health condition reporting that they had harmed themselves or tried to kill themselves at some point

⁹ Kessler, R. (2010) 'Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys' British Journal of Psychiatry 197(5): 378–385.

¹⁰ Mehta, D. et al. (2013) 'Childhood maltreatment is associated with distinct genomic and epigenetic profiles in posttraumatic stress disorder' Proceedings of the National Academy of Sciences 110(20): 8302–8307. Available at: <http://www.pnas.org/content/110/20/8302.full.pdf>

¹¹ NHS Five Year Forward View for Mental Health dashboard. Available at:

<https://www.england.nhs.uk/publication/nhs-mental-health-dashboard/>

- In a YoungMinds survey, three-quarters (76%) of parents said that their child's mental health had deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS)¹².
- In a YoungMinds commissioned survey by Censuswide, two-thirds (67%) of young people said they would prefer to be able to access mental health support without going to see their GP but nearly half (47%) said they didn't know how else to access this help¹³.

<https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

Appendix B: Specific Mental Health Concerns

Below, we have sign-posted information and guidance about the issues most commonly seen in young people. Support on all of these issues can be accessed via Young Minds (www.youngminds.org.uk), Mind (www.mind.org.uk) (also for e-learning opportunities) and Minded (www.minded.org.uk).

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support

SelfHarm.co.uk: www.selfharm.co.uk

National Self-Harm Network: www.nshn.co.uk

Books

- > Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers Keith Hawton and Karen
- > Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- > Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Depression

¹² YoungMinds (2018) 'A new era for young people's mental health'. Available at <https://www.youngminds.org.uk/media/5dilbjw/a-new-era-for-young-peoples-mental-health.pdf>

¹³ YoungMinds (2020), First port of call: the role of GPs in early support for young people's mental health. Available at: <https://www.youngminds.org.uk/media/2csbkvlz/final-the-role-of-gps-in-early-support-for-young-peoples-mental-health.pdf>

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support

Depression Alliance: www.depressionalliance.org/information/what-depression

Books

- > Christopher Dowrick and Susan Martin (2015) Can I Tell you about Depression?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers