



## Mental Health and Well-Being Policy

At St John Bosco Arts College, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy is a guide to all staff - including non-teaching and governors - outlining St John Bosco Art College's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies. *A copy of any of our policies can be obtained upon request.*

### Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in pupils
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support
- Develop resilience amongst student and raise awareness of resilience building techniques
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

### Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Head of Care and Safeguarding: Mrs A Diggle
- Designated Safeguarding Lead: Mrs C Roberts
- Mental Health First Aider: Sr Linda Cameron
- SENCO: Mrs L Godfrey
- Safeguarding Officers

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Mental Health First Aider: Sr Linda Cameron.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

The Department for Education published, 'Mental Health and Behaviour in Schools' in November 2018. This advice sets out schools' role and responsibilities around four key areas: prevention, identification, early support and access to specialist support. Whilst staff in school are not experts in mental health, we have a central role in enabling our pupils to be resilient and to support good mental health and well-being. At St John Bosco we do this through a developing curriculum which actively seeks opportunities to educate



around health and well-being and by having clear systems and processes for identifying possible mental health problems and engaging in effective multi-agency support.

### Prevention

- The school aims to promote positive mental health by being a safe and affirming place for our children where they develop a sense of belonging and feel able to talk to trusted adults. All staff are trained annually on safeguarding and sign to say they have received and read at least part one of Keeping Children Safe in Education. This training also includes information around Adverse Childhood Experiences and issues that may disproportionately affect groups of children such as attachment disorders for LAC and PLAC children. Staff training happens throughout the school year and the safeguarding team meet fortnightly and ensure that any key messages, local or national, are shared.
- Those with key responsibilities around SEND, LAC, SEMH and Young Carers receive regular training specific to their areas.
- The college uses various strategies to support pupils, through curriculum subjects, Sex and Relationships Education and the PSHE and citizenship curriculum.
- The Anna Freud National Centre for Children and Families has been commissioned by the Department of Education to deliver the Education for Wellbeing Programme. This programme will implement and evaluate mental health interventions across mainstream primary and secondary schools with the aim of contributing evidence-base for school-based mental health support. The 'AWARE' project is a curriculum-based intervention for that aims to educate and improve teachers' and pupils' mental health awareness and literacy.
- The college works hard to ensure there is a calm, purposeful and open culture within the school and children feel safe and able to speak to adults. Relationships with parents and families are strong. There are robust policies for whole school behaviour and bullying and the pupils report that if bullying occurs they know who to tell and know that something will be done about it.
- The college is reflective in practice around mental health and well-being and there is a pastoral working party which seeks to review the systems in place to identify and support pupils with anxiety and mental health needs and develop creative solutions to make further modifications for children who present with extreme anxiety and mental health needs. The pastoral development plan is part of the whole school college development plan.

### Identification

- The college regularly reviewed the children who are on the SEN register for Social, Emotional and Mental Health (SEMH). Staff are also cognisant of the link between certain types of SEN and mental health and this is flagged to all staff as part of inset.
- Training for staff will reference certain risk factors that are known to be linked to mental health problems and, importantly, staff are advised as to the procedures if they have any concerns regarding the pupils.
- The college will ensure that it continues to have an effective pastoral system whereby issues are flagged with a member of the pastoral team, this is usually the PPC for that year group although it could equally be a member of the safeguarding team depending on the presentation or disclosure from the child. The PPC will inform the Head of Care and Safeguarding who will involve the SENCO and DSL (Designated Safeguarding lead) or SLT pastoral lead for that year group. The team will speak to the child and involve the family and work with them on early support, accessing internal and/or external specialist support as appropriate;
- The college has a fortnightly safeguarding briefing with all the safeguarding officers in school and a weekly Team around the school meeting. The latter encompasses key pastoral staff such as attendance officers, EWO, SENCO, head of



care and safeguarding, SLT and PPCs to ensure that we have effective systems for the identification of vulnerabilities and risk factors in pupils and is one of the ways in which the data (attendance, progress) is used to flag concerns and seek early help support.

### Early Support and Access to Specialist Support

The college recognises that mental health difficulties can present themselves in a variety of different ways from low level self-harm to high level, anxiety, stress, panic attacks, friendship issues, eating disorders, experience of domestic violence, social media fall out, attachment or trauma experiences, community issues etc. Once a student is identified as having mental health difficulties/ concerns, school and parents/ carers can then look into a package of support to improve the young person's outcomes. This will follow a graduated response (asses-plan-do-review) as outlined in section 6 of the SEN Code of Practice.

All incidents are recorded via CPOMS- an electronic system to record all safeguarding concerns. If a package of support is required for a student, school will meet with parents/ carers to discuss an EHAT. However if the mental health difficulties place the child at significant harm this will be referred to Careline via a MARF to look at Level 4 intervention.

School work with a number of internal and external agencies to support our young people, a selection are named below:

- Meetings with parents/carers
- Suggested visit to GP and request for CAMHS Referral to Laura Vicuna centre\* (SDQ/Boxall Profile tools used to assess need)
- Referral to Nurture Base
- Family Support Worker
- Referral to Well Being Clinics YPAS (in school every Wednesday)
- Neurochampions programme
- Addaction
- CAMHS
- Referral to school Chaplain
- Invite to Creation Group
- Opening and EHAT or escalating with the Liverpool or Knowsley safeguarding team
- Referral to School Nurse/
- Community or family support from Safer Schools Police Officer
- Outreach support - Purple Circle Autism/ADHD Foundation
- Local Offer for SEND
- Virtual Heads for Liverpool and Knowsley
- APT/ACE
- Careers Advice and Guidance (Careers Connect/A Stag)

\*An SDQ is undertaken to assess need and decide upon the most appropriate strategy for support e.g. Play & Creative Arts Therapy or Counselling etc.

### Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum. We will follow the guidance issued by the PSHE Association (from the local Authority) to prepare us to teach about mental health and emotional health safely and sensitively.

[https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing.](https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing)



Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

### **Signposting**

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, plasma screens etc.) and through our communication channels (newsletters, website, parent app), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next.

### **Links to Publications and College Policies:**

- Whole School Behaviour Policy
- Anti-Bullying policy
- Keeping Children Safe in Education, 2018
- Working Together to Safeguarding Children
- Safeguarding and Child Protection Policy
- The Equalities Act, 2010
- Equality Objective
- Looked after Children Policy
- Young Carer Friendly School
- SEND Policy
- Code of Practice for SEND