Central Academy
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Richard Rose

Richard Rose Central Academy
Social, Emotional and Mental Health and Wellbeing Policy

Vision Statement:

"Supporting student's physical health and social and emotional wellbeing, and mental health, to enable the young people of our community shine on the world stage of their choosing."

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Key External Contacts

Crisis Support	0300 1239015
CAMHS Duty	01228 603017
Barnardos Mental Health Support Team	Via Senior Mental Health Lead in School
Safety Net	01228 515859
MyTime	01539 742626
Family Action	Via Deputy Designated Safeguarding Lead in School
Educational Psychologist	Via Safeguarding Team

Key Internal Contacts

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Rationale

At Central Academy, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We acknowledge that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

Additionally, half of all mental health conditions are established before the age of fourteen and early intervention could prevent problems escalating and have major societal benefits. We also know that schools can, and do, play a vital role in identifying mental health needs at an early stage, referring young people to specialist support and working with others to support young people experiencing problems.

Aim

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where;

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

Objectives

- promote positive mental health
- prevent mental health problems
- identify and support pupils with mental health needs

- train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- share key information about some common mental health problems
- give advice and support to parents, staff and pupils

Definition of Mental Health and Well-Being

The World Health Organisation's definition of mental health and wellbeing:

"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"

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

Signs of a student experiencing mental health problems might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers

7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

We follow United Learning's Tiered Model for Mental Health. This categorises students based on protective and risk factors. This model help identify the level and type of support a child may need.
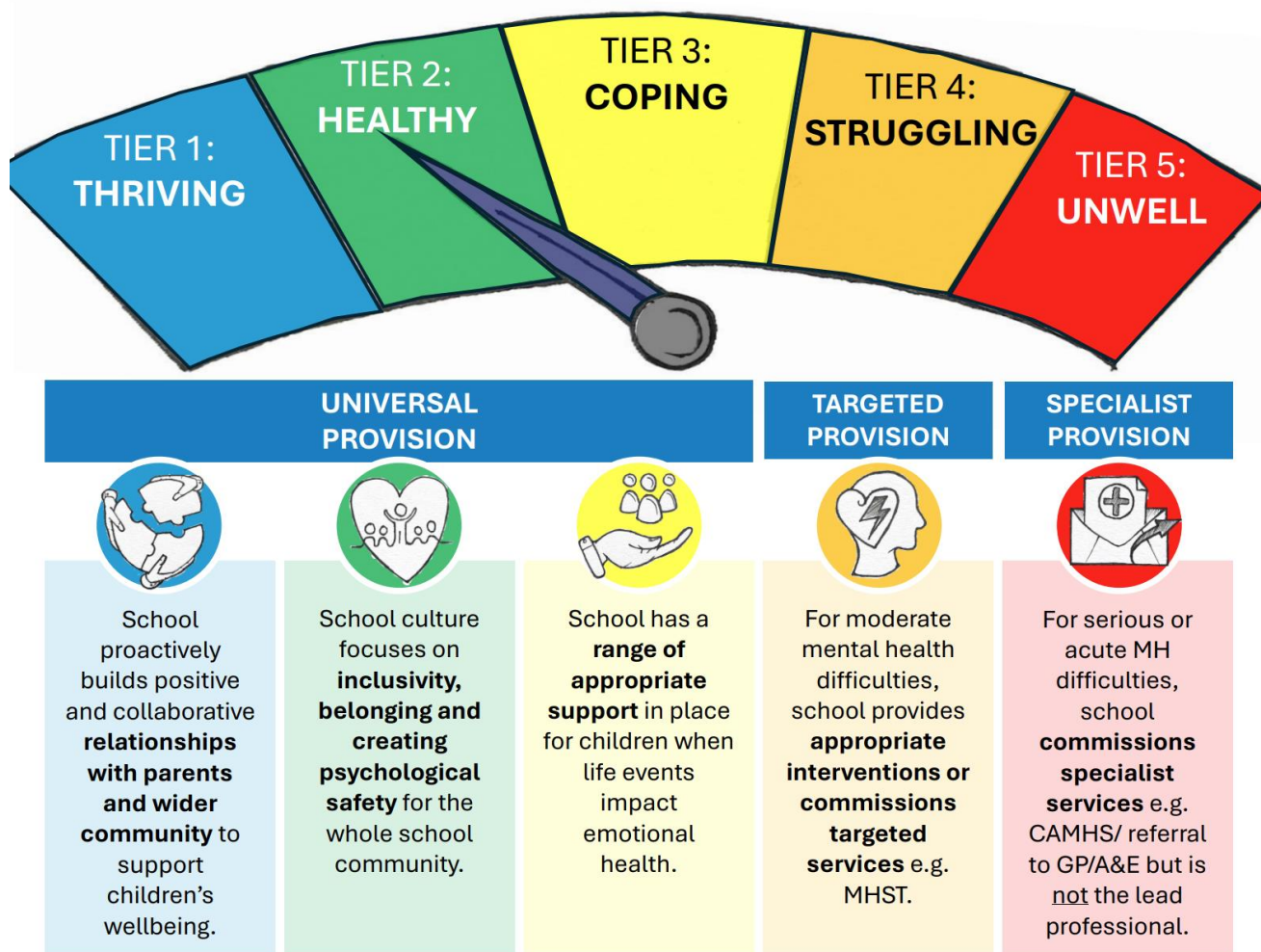
Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (Wellbeing and Mental Health Co-Ordinator, SENCO, Behaviour and Inclusion Team, Designated Safeguarding Team):

1. leads on and works with other staff to coordinate whole school activities to promote positive mental health

2. provides advice and support to staff and organises training and updates
3. keeps staff up-to-date with information about what support is available
4. liaises with the PSHE Leader on teaching about mental health
5. is the first point of contact and communicates with mental health services
6. leads on and makes referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Safeguarding Team
- Pastoral staff to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision
- Manchester United Foundation who provide group and one-to-one mentoring
- Family Action
- Carlisle Youth Zone
- Barnardos who provide group and one-to-one counselling
- CAMHS core meetings to support staff to manage mental health needs of pupils

Supporting Pupils Positive Mental Health

Our whole school approach is designed to create a protective, supportive and safe environment where students feel listened to and the welfare and safety of the students are paramount.

- Campaigns and assemblies to raise awareness of mental health
- Transition meetings with parent/carers, pupils and relevant staff
- Pupil Passports for vulnerable children
- Worry boxes in Pastoral Area
- Signposting in Pastoral Area
- Wellbeing Focus, established in 2022-2023
- Anna Freud Schools in Mind resources
- Assembly themes
- Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc. - the whole school will explore the same PHSE themed book
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- School Impact Pupil Wellbeing
- Small friendship, social skills groups
- Lunch Club support – 'Central Perk' area for students to spend time in at lunch they are overwhelmed
- Time out in chosen safe place for those children who are finding the classroom overwhelming
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Pupil surveys at two points in the year
- Identify individuals that might need support
- Working with the School Office staff who are often the first point of contact with families seeking support
- Home visits to students who are vulnerable
- Analysing behaviour, exclusions, and attendance
- Staff referral process for mental health concerns
- Weekly staff supervision with safeguarding team to identify any students who may need support
- Communicating with other schools to share information needed
- Sharing information with staff on a weekly basis
- Enabling pupils to raise concerns to a member of staff they trust or anonymously through worry boxes or surveys
- Enabling parents and carers to raise concerns through the form tutor or to any member of staff, and online through the school website
- Staff training around protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Non-Verbal Disclosures by Pupils Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Inclusion Manager/Designated Safeguarding Team and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes. We use a three tier approach to mental health and well-being:

Need The level of need is based on discussions with the	Appropriate Intervention and Support	Monitoring

Safeguarding Team and the student and family		
Lowest Need – Tier 1-3 – Universal Support	Check in's from key members of staff Key workers allocated Lunch time access to 'Central Perk' Signposting to online apps/websites for support	Form Tutor/Head of Year/Year Group Manager
Some Need – Tier 4 – Targeted Support	All the above and; Time out Group or 1-1 support from Barnardos Mentoring from Manchester United Foundation Intervention work with WCO Amber Risk Assessment	IKY JNE DDU
Highest Need – Tier 5 – Specialist Support	All of the above and; 1-1 high intensity support from Barnardos CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Red Risk Assessment Educational Psychologist Involvement	MRI DDU FSH IKY

Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision. School referrals to a specialist service will be made by the Safeguarding Team following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

The external agencies we use are:

Crisis Support	0300 1239015
CAMHS Duty	01228 603017/Via GP, School or Self-Referral
Barnardos Mental Health Support Team	Via Senior Mental Health Lead in School
Safety Net	01228 515859
MyTime	01539 742626
Family Action	Via Deputy Designated Safeguarding Lead in School
Educational Psychologist	Via Safeguarding Team

Involving Parents and Carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- We organise a range of Mental Health workshops accessing expertise from voluntary services. This includes topics such as Anxiety, Stress Management and Sleep.
- We provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- Have an Open Door Policy.
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.
- Fortnightly newsletter articles for parents/carers around mental health topics

When a concern has been raised the school will:

- Contact will be made to parents and carers
- In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Agree an Action Plan
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Involving Pupils

- We seek pupils' views and feedback about their mental health and wellbeing through a survey twice a year
- Mental health activities through Pupil Voice, surveys, class questions and suggestion boxes
- We have a small group of Anti-bullying Ambassadors
- School council have their chance to provide views and feedback around whole school approach to mental health and wellbeing

Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help.

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.

Staff have access to Confidential Advice through CiC Confidential Care, your Employee Assistance Programme, CiC offers free emotional and practical assistance, such as support for life events, work/life balance and legal information, available 24/7.

Phone: 0800 085 1376

By NGT (Next Generation Text), a service for the hearing or speech impaired persons: dial 18001 0800 085 1376

 Email: assist@cic-eap.co.uk and include the following information:

- Name
- Organisation
- Contact phone number
- The best time to receive a return a call (preferably with a 2 hour time window)
- A brief sentence on the reason for calling

Monitoring and Evaluation

This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the SLT. This policy will be reviewed every three years or sooner if deemed necessary.

Protective and Risk Factors

	Risk Factors	Protective Factors
In the Child	- Genetic influences - Specific development delay - Communication difficulties - Physical illness - Academic failure - Low self-esteem - SEND	- Being female (in younger children) - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - Problem solving skills and a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the Family	- Overt parental conflict including domestic violence - Family breakdown (including where children are taken into care or adopted) - Inconsistent or unclear discipline - Hostile and rejecting relationships - Failure to adapt to a child's changing needs - Physical, sexual, emotional abuse or neglect - Parental psychiatric illness - Parental criminality, alcoholism or personality disorder - Death and loss – including loss of friendship	- At least one good parent-child relationship (or one supportive adult) - Affection - Clear, consistent discipline - Support for education - Supportive long term relationship or the absence of severe discord
In the School	- Bullying - Discrimination - Breakdown in or lack of positive friendships - Negative peer influences - Peer pressure - Poor pupil to teacher relationships	- Clear policies on behaviour and bullying 'Open door' policy for children to raise problems - A whole-school approach to promoting good mental health - Positive classroom management - A sense of belonging - Positive peer influences
In the Community	- Socio-economic disadvantage - Homelessness	- Wider supportive network - Good housing

	• Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Where to get Support From

For support on specific mental health needs

- Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
- Depression Alliance www.depressoinalliance.org
- Eating Disorders www.b-eat.co.uk and www.inourhands.com
- National Self-Harm Network www.nshn.co.uk
- Self-Harm www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

- www.youngminds.org.uk champions young people's mental health and wellbeing
- www.mind.org.uk advice and support on mental health problems
- www.kooth.com advice and support on mental health problems and online anonymous counselling
- www.giveusashout.org.uk free, confidential, 24/7 text messaging support service for anyone who is struggling to cope

SEMH Initial Risk Assessment

Low Risk (Past 3 months)	Moderate Risk	High Risk
No current/recent concerns or episodes of self-harm. No current/recent concerns or episodes of low mood, negative thoughts, or thoughts of self-harm. Willing to engage/cooperate with teachers / support staff. No safeguarding issues, parent/carer can safeguard CYP. Able to identify protective factors. Strong friendship groups Good communication with home. No concerns with unsupervised times during the trip Staff and Parents have no concerns with regards to the journey/transport to and from Italy, which includes Bus, Ferry and service station stops along the way.	Recent known episodes of self-harm. Recent concerns or episodes of low mood, negative thoughts, or thoughts of self-harm. Concerns around engagement / cooperation with teachers / support staff. Friendship issues which could affect current mental health stability. Safeguarding concerns, absconding, unstable mental state, at risk of harm from misadventure. Some concerns with unsupervised times during the trip. Staff and parents have some concerns with regards to safety aspects during the journey/transport to and from Italy, which includes Bus, Ferry and service station stops along the way.	Regular episodes of self-harm. Significant low mood. Significant concerns around engagement and cooperation Significant safeguarding concerns, absconding, unstable mental state, at risk of harm from misadventure. Known friendship issues. Significant concerns around unsupervised times during the trip. Staff and parents have significant concerns with regards to safety aspects during the journey/transport to and from Italy, which includes Bus, Ferry and service station stops along the way.