LINSLADE SCHOOL

(Chiltern Learning Trust)

Mental Health and Well-Being Policy

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This policy and procedure is subject to the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment. Marriage and Civil PArtnership, PRegnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

1. Introduction

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 Organisation)

Mental health and well-being matters. Here at Linslade, we offer a broad range of personalised and tailored support to ensure that every pupil gets the individualised support they truly need. Our vision is to actively value and support every pupils' mental health and well-being.

Our core values include:

1. Social inclusion
2. Reducing stigma
3. Health equality
4. A collaborative supporting approach for all

As a school we aim to promote and create a culture in which everyone feels able to talk about Mental health and ask for support.

2. Rationale

This policy outlines our approach to promoting positive mental health and well-being. It is designed to support and guide pupils, adults working in the school, parents/carers and other members of the wider school community.

Our ethos of 'Learning Today, Leading Tomorrow' outlines our life long expectations for all our pupils and we acknowledge that good mental health and well-being is an important outcome of the educational process.

This policy should be read in conjunction with our Medical policy, our SEND policy in cases where pupils' mental health needs overlap with these requirements. It should also be read in conjunction with our Safeguarding policy, Behaviour and Anti-Bullying policy.

This policy takes into account the following DfE Guidance:

- *Behaviour and discipline in schools (September 2015)*
- *School behaviour and attendance: parental responsibility measures (January 2017)*
- *Use of reasonable force (July 2013)*
- *Exclusions from maintained schools, academics and pupil referral units in England (2017)*
- *The Equality Act (2010) in respect of safeguarding and in respect of pupils with SEN*
- *Mental health and behaviour in schools (2018)*
- *SEN Code of Practice (2015)*
- *Keeping Children Safe in Education (September 2023)*
- *Working to safeguard children (December 2023)*

3. Aims

- Promote positive mental health in all staff and students
- Increase understanding and awareness of 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

4. Lead Members of Staff

Headteacher - Mark Gibbs
Head of School - Phil Stock
Designated Safeguarding Lead - Jess Rolt (Student Support Mental Health Lead)
Deputy Designated Safeguarding Lead- Jeremy Robinson (Behaviour and Welfare)
Pastoral Mental Health Lead - Tania Wallace

5. Roles, rights and responsibilities

The Governing Body will:

Governors will support the school in the maintaining high standards of behaviour of pupils and staff

Ensure that the policy is established for the promotion of desired mental health and well-being and keep the policy under review

The Headteacher and senior staff

Work with all members of the school community to ensure high standards of well-being at all times

Be responsible for the implementation and day-to-day management of the policy, guidelines and procedures

Enforce the school's behaviour policy, including rules and disciplinary measures op prevent any development of mental health illness

Expect pupils' and parents'/carers' cooperation in maintaining an open dialogue around mental health and wellbeing.

Monitor the emerging patterns and act accordingly

The School Staff

Be responsible for ensuring that the policy is followed consistently

To teach mental health and well-being through a broad range of curriculum opportunities

To communicate concerns regarding a pupil with Form Tutors/Heads of Department/Heads of Year/Senior Staff

Have the responsibility, both in the classroom and around the school, for fostering a positive mental health and well-being culture

To model and promote positive mental health and well-being

Apply rules and sanctions consistently and fairly which is proportionate and reasonable

To take account of SEN, disability and the needs of vulnerable children and offering support as appropriate

To use a wide range of strategies to support pupils' mental health and well-being

Ensure that concerns of pupils are listened to and are appropriately addressed

To communicate effectively with parents/carers regarding mental health and well-being

Keep parents/carers informed of their child's mental health and well-being where necessary, support them in meeting their parental responsibilities

Signpost parents/carers to a wealth of resources and information

The responsibility of Parents/Carers

Be expected, encouraged and supported to take responsibility for the mental health and well-being of their child both inside and outside of school

Contact the school regarding concerns around mental health and well-being

Be willing to discuss concerns around mental health and well-being regardless of stigma and in line with the Equality Act (2010)

Support the school's decisions regarding referrals to outside agencies

Support the school's decisions regarding in school provision

Attend meetings with any school staff, if requested, to discuss mental health and well-being

Attend meetings with school and outside professionals if required

The responsibility of Pupils

Pupils should be respectful of each other regardless of individual differences

Follow our Three Rs of Ready, Responsible and Respectful

To actively participate in curriculum offers regarding mental health and well-being

To communication with school staff any concerns or feelings they may arise

Act as positive ambassadors for the school regarding mental health and well-being

Expect appropriate actions from the school when sanctioning poor behaviour, especially when it impacts mental health and well-being.

6. Teaching about Mental Health and Well-Being

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but will also use the PSHE Association Guidance to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner.

Our pastoral programme is designed to further develop mental health skills in all of our pupils and supplements our whole school curriculum.

7. In school Support

Our Waves of Wellbeing and Parental Mental Health Support guide outline our tiered mental health and well-being offer to support a range of mental health and well-being needs

7. Referrals

Students requiring internal support can be referred to lead professionals through parents and carers contacting and arranging a meeting with Form tutor to discuss concerns. In some cases, the pupil will self-refer to lead professionals. Students may also be referred by a member of school staff to the well-being team. A collaborative approach between parents/carers and school will be adopted.

Where a referral to outside agencies is required, such as but not limited to, CAMHs or EHA, this will be led and managed by Jessica Rolt, our Designated Safeguarding and Mental Health Lead.

8. Well-Being Plans

In some cases it may be appropriate to draw up a well-being plan for students experiencing mental health difficulties. This should be drawn up involving the pupil, parents/carers and any other relevant health professionals. This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication (if any) and side effects
- Inter support and in-school interventions
- What to do and who to contact in an emergency

A Well-Being plan can be an effective way of discussing, agreeing and monitoring the support and study needs of a student with mental health difficulties. The Well-Being Plans may include any adjustments that have been agreed upon, for example on such things as changes to timetable, or use of a Time Out Card.

The Well-Being Plan will be regularly reviewed and this will give both staff and the student the opportunity to discuss how things are going to make any adjustments. Review dates can be flexible and responsive to the needs of the student and the concerts of any staff member.

9. External Support and Signposting

Students experiencing mental health difficulties are often best supported with support both in and outside of school.

School staff will endeavour to signpost parents/carers to a range of local and national support.

School staff will liaise with outside agencies to ensure a collaborative approach with all pupils.

School staff will attend regular meetings with external professionals

An extensive list for external support is available through our Well-Being Offer Parental Pamphlet (Appendix)

We will display relevant sources of support in communal areas such as form rooms, students services and toilets. We regularly increase the chance of student help-seeking by ensuring students understand:

- What help is available

- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

10. Mental Health Emergencies or Crisis'

A Mental Health Emergency or Crisis is defined as:

'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 to day life or work, think about suicide or self-harm, or experience hallucinations and hearding 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 ideation
- Hearing voices
- Psychosis: experiencing hallucinations and/or delusions
- Extreme emotional distress

If a student presents with any of the above problems, relevant staff will follow our emergency protocol to ensure the pupil, 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 Senior Members of staff such as, Headteacher, Head of School, Designated Safeguarding Leads, Assistant Headteachers.

Mental Health crisis or emergencies are often not spontaneous and the student may have been experiencing symptoms for a length of time. Therefore, it is essential that student mental health concerns are communicated to the all lead professions to ensure the school is focusing on preventative strategies whilst carefully monitoring and supporting vulnerable students.

11. Warning Signs

Students who are showing signs of mental distress do not always express problems directly or ask for help, even when there are clear signs that they are having difficulties. Students may still feel stigma around mental health problems, or may be concerned about the consequences of telling someone. They may be unaware that they have a problem, or aware but feel that they have to cope with it on their own.

It is important that warning signs are recognised as an appropriate supportive response is put in place as soon as possible. School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should report their concerns on to a member of the Safeguarding team.

Possible warning signs include but are not exhaustive to:

- The student has told you there is a problem, for example, they feel low or anxious recently
- Significant changes in the student's appearance, for example weight loss/gain. Decline in personal hygiene, noticeable signs of self harm
- Changes in mood
- Physical signs of harm
- Changes in eating patterns
- Changes in sleeping habits
- Concerns expressed by friends, family or other staff members
- Changes in behaviour, academic achievement, extra curricular activity engagement or among peers
- Increase isolation from peers
- Talking or joking about self harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, useless or loss of hope
- Secretive behaviour
- Avoiding PE/Changing rooms
- Repeated physical pain or nausea with no evident cause

APPENDIX

Mental Health and Well-being concerns

What is Self-Harm?

Self Harm describes a wide range of behaviours that people use to cope with difficult feelings and distressing life experiences. Some people have described self harm as a way to express suicidal feelings and thoughts without taking their own life. Examples (not exhaustive)

- Cutting
- Burning
- Severe scratching
- Biting
- Scalding
- Pulling out hair
- Picking at skin or reopening wounds

It is estimated that 1 in 15 young people in the UK have deliberately self harmed at some point and the most common age is between 11-25. It is thought that around 13% of young people may try to hurt themselves on purpose at some point between the ages of 11 and 16.

Young people who have self harmed have said they do it for a distraction, as self-punishment, as a way to symbolically cleanse themselves and to gain control, as a way to communicate without words, as a release of tension or as a form of comfort, to make themselves unattractive, to make them feel real or alive and because they may see it as a ritual or rite of passage into a group.

What is an Eating disorder?

While on the surface disordered eating appears to be all about food and weight it is often the outward expression of emotional problems. Eating disorders include but are not exclusive to Anorexia Nervosa, Bulimia Nervosa, and Binge -Eating Disorder. Disordered eating affects the physical and emotional wellbeing of an individual and also leads to changes in behaviour. Very often masked by the eating disorder there is usually an underlying reason this can be a coping mechanism and this is a way of gaining control. Young people may display the following behaviours

- Loss of concentration
- Skipping meals
- Disappearing to the toilet after meals
- Preoccupation with body Image, dieting.
- Excessive exercise
- Secretive behaviour
- Becoming irritable and withdrawing from social activities particularly those involving food.

What is Anxiety?

Some people will experience levels of anxiety from time to time. Most people can relate to feeling tense, uncertain, or fearful. These in turn can lead to sleep, problems, loss of appetite and ability to concentrate. However, if anxiety overwhelms a child they may not be able to deal with daily activities. If the anxiety stays at a high level the young person may feel powerless, out of control and sometimes this can lead to a panic attack. Examples: (not Exhaustive)

• Phobias
• Obsessive Compulsive disorder
• Generalised Anxiety disorder, (GAD)
• Post -traumatic stress disorder, (PTSD)
• Panic Disorder 5 Depression In its mildest form depression can be in low spirits, it doesn't stop you leading a normal life not makes things harder to do and seem less worthwhile. At its most severe (Clinical Depression) can be life threatening. Some young people need medication to alleviate their symptoms. Examples;
• Change in normal pattern of behaviour
• Withdrawal from institutions(school), social activities and friendship groups
• Seasonal Affective Disorder(SAD)
• Bi Polar disorder or Manic Depression.

Loss and Bereavement

Pupils who experience such a loss will require early intervention and support.

Resources

Central Bedfordshire local authority has a one - stop hub for guidance, advice and support on young people's mental health and emotional wellbeing.

This can be accessed by Professionals, Parents and Carers and also young people

Linslade Parental Mental Health Support Guide contains information around lists of services and a parents guide to risks, signs and protective factors.

Central Bedfordshire Mental Health support team have created A-Z resources padlets for Students, Professionals and also Parents and carers with tool-kits, signposting to national and local services, podcasts and practical support ideas including sleep hygiene routines and books.

List of Services Available for Parents/Carers

Access and Referral Hub	If you are concerned about a child please contact and share your concerns.		0300 300 8585 Out of hours number : 0300 300 8123
Leighton Buzzard children's centre	Range of support including Home visits, signposting to further services, 121 support, parenting support and adult learning.		Drop in to the childrens centre in ground of Rushmere Park Academy 01525 384368
Groundworks youth centres	Youth centres offer support, advice and guidance to young people from trained youth workers. 12-18year olds	https://www.groundwork.org.uk/projects/youth-centres/	https://www.facebook.com/LeightonbuzzardYC/ 07736 132294
Home Start	Provide practical support to families with children under 5 years and also offer peer mentors for families who have a child with additional needs. They also offer parenting course and Domestic abuse support	https://www.home-startcentralbeds.org.uk/	office@home-startcentralbeds.org.uk 01582 660061
Tactic centre	Young People can gain free advice and Information on a variety of topics, meet new people, receive 1:1 support, volunteer in their community and take part in fun holiday activities. 12-18 year olds	https://www.leightonlinslade-tc.gov.uk/tactic-centre/	tactic.centre@leightonlinslade-tc.gov.uk 01525 373838 Or complete contact form on website
Chums	Mental Health and welbeing support for young people and advice for parents.	http://chums.uk.com/parents/	Phone: 01525 863924 info@chums.uk.com
Young Minds	Offer a crisis messenger text service to young people	https://youngminds.org.uk/	Text the YoungMinds Crisis Messenger for free 24/7 support across the UK if you are experiencing a mental health crisis. Free and confidential service from EE, O2, Three and Vodafone Text YM to 85258
Kooth	Online wellbeing support for young people and adults. Online counselling available	https://www.kooth.com/	

Relate	Counselling service for 121 work with children and adults	https://www.relate.org.uk/bedfordshire-luton-relate	Appointments.bedsandluton@relate.org.uk 01234 356350
Sorted Counselling - Dunstable	Sorted offers a Free and Confidential counselling service for young people aged 10-25	https://sortedbedfordshire.org.uk/	info@sortedbedfordshire.org.uk 01582 891435 Self referral - https://sortedbedfordshire.org.uk/self-referral
Mind BLMK	Information and local support groups for adults experiencing mental health	https://www.mind-blmk.org.uk/	Sapphira.Timperio@mind-blmk.org.uk 07546174124
Bedfordshire wellbeing service	A range of free and confidential talking therapies for adults	https://bedfordshirewellbeingservice.nhs.uk/	self-referral https://bedfordshirewellbeingservice.nhs.uk/get-started/ 01234 880 400.
Childline	Free and confidential support for anyone under 19 Online advice on a range of subjects affecting a young person's emotional wellbeing. 121 counselling chat service	https://www.childline.org.uk/	121 counselling chat service https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/
Child bereavement uk	supports families and Children when they are facing or have experienced a bereavement.	https://www.childbereavementuk.org/	support@childbereavementuk.org 0800 0288840
Autism Bedfordshire	Autism Bedfordshire's services help break down the barriers to social participation for autistic people and their families by providing places where they can go and feel comfortable, accepted and not judged by society.	https://www.autismbedfordshire.net/	enquiries@autismbeds.org 01234 350704 Online contact form on website
Central bedfordshire SENDIASS	This is a statutory service, working at arm's length from us, which offers a free confidential support service for parents and carers of children with special educational needs.	http://www.cbsendiass.org/	sendiass@centralbedfordshire.gov.uk 0300 300 8088
Carers in Bedfordshire	Carers in bedfordshire parents together group - Support for parents who are caring for a child with additional needs.	https://carersinbeds.org.uk/	0300 111 1919 Online contact form

Family Lives	Provide professional , non-judgemental support and advice around parenting, befriending and relationship support.	https://www.familylives.org.uk/	askus@familylives.org.uk 0808 800 2222
Advice Central	Open door to advice Free and Confidential around vast topics such as Benefits, debt, health, housing, immigration , disabilities and employment	https://advicecentral.org.uk/	Online chat feature 0300 303 6666
National Domestic violence helpline	24 hour Freephone helpline for women experiencing Domestic Abuse	https://www.nationaldahelpline.org.uk/	0808 2000 247
National LGBT Domestic abuse helpline	Emotional and practical support for LGBT people experiencing domestic abuse	http://www.galop.org.uk/domesticabuse/	0800 999 5428
Tokko	A support group for LGBTq Youth	https://tokko.co.uk/projects/ok2b-lgbt-project/	01582 544990
Men's Advice Line	Help and support for male victims of domestic abuse	https://mensadviceline.org.uk/	0808 808 0327
Royal College of Psychiatrists	Provides specifically tailored information for young people, parents and carers about their health	https://www.rcpsych.ac.uk/	020 7235 2351
National Institute for Health and Care Excellence	NICE's role is to improve outcomes for people using the NHS and other public health and social care services	https://www.nice.org.uk/	0300 323 0140
Young Minds	Young Minds is a charity committed to improving the emotional well-being and mental health of young people.	https://youngminds.org.uk/	020 7089 5050
Triple P	Gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behaviour and prevent problems developing	https://www.triplep.net/glo-en/home/	
The Incredible Years	A series of interlocking, evidence-based programs for parents and children which aims to prevent and	https://www.incredibleyears.com/	

	treat young children's behaviour problems and promote their social, emotional, and academic competence		
MindEd For Families	Advice and information from trusted experts to help improve understanding of mental health problems, and how parents and carers can best support their families	https://mindedforfamilies.org.uk/	
Child Bereavement UK	Provides information for supporting pupils who have experienced bereavement	https://www.childbereavementuk.org/Pages/Category/primary-schools	0800 0288 840