

	POLICY TITLE:	Student Mental Health and Wellbeing Policy
Committee/Person Responsible for Policy:		SLT/Karen Mellish Director of Inclusion SENCo
Date Approved by Local Advisory Board:		
Date due for review:		September 2023

Emotional Health and Wellbeing Policy

‘Mental Health is a state of mind in which an individual is able to realise his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.’

(The World Health Organisation 2010)

Background

There are government expectations that schools should support students to be resilient and mentally healthy. They should provide a safe environment that fosters trust and belonging and create a culture that supports mental health

It is estimated that 1 in 4 children and young people will be affected by a mental health problem each year with 1 in 10 children in UK aged between 5 years and 16 years have a diagnosable mental health condition. Children with learning disabilities are over 6 times more likely to have a diagnosable psychiatric disorder than their peers who do not have learning disabilities (BOND 2014).

Public Health England in March 2015 comment on the influence that a child’s emotional health & wellbeing has on their cognitive development & learning, as well as their physical and social health and their mental wellbeing in adulthood. A whole school emotional wellbeing approach that moves beyond learning & teaching to cover all aspects of school life has been found to be effective in bringing about sustained health benefits.

The State of the Nation 2019 found that the majority of children and young people were happy in their lives, but it remained the case that many were not. It found that age was consistently associated with decreasing wellbeing in children and young people as they got older; looking at only average well-being masked important differences in their experiences of different groups of children and young people, at different times in their lives. On the focus on psychological health in teenage girls, it found that bullying, including on-line bullying had the strongest association with their psychological health.

Ethos

The Taunton Academy (TTA) is committed to supporting the emotional health and wellbeing of all our students and staff. We have a Christian ethos based on our aim for everyone to have 'Life in all its fullness' and is integrated into our values of Aspiration, Integrity and Respect. TTA aims to support and teach skills to students and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:

Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. It also includes feelings like curiosity, engagement & safety.

Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing by creating plasters for the mind.

Aims

To develop a whole school approach for both staff & students, but it is expected that they will also be able to contribute to their own mental health and wellbeing as well contributing to the wellbeing of others.

To create an approach is based on the main principles taken from the 'Mental Health Standards' (2014) and 8 key outcomes identified in 'Promoting Children & Young People Emotional Health & Wellbeing' (2015).

To work together with families.

To provide a holistic & multi-agency approach.

TTA Emotional Health & Wellbeing Principles

The eight identified Emotional Health and Wellbeing principles will underpin the approaches used to support the development and integration of wellbeing strategies within the school. School policy and curriculum delivery will be tailored to promote the key aspects of improving wellbeing. It will focus on creating a physically,

emotionally and socially rich environment where key relationships can thrive and students can feel secure in their learning.

School based programmes which are linked to the curriculum will promote student voice through developing independence and choice making.

Staff will have access to training sessions and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity.

Clear identification, impact and outcomes measures will feed into the school based programmes and the targeted interventions that will be offered to students.

Student Identification

School staff may become aware of warning signs that indicate when a student is experiencing mental health or well-being difficulties. Staff observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communications from the students regarding their emotions & feelings.

These warning signs need to be taken seriously and staff should communicate their concerns with their tutor/Year Leader/SENDCo/Medical Officer and the relevant safeguarding lead.

Possible warning signs include:

Physical signs of harm that are repeated or appear non-accidental
Changes in eating / sleeping habits
Increased isolation from friends or family, becoming socially withdrawn
Changes in activity and mood
Lowering of academic achievement
Talking or joking about self-harm or suicide
Abusing drugs or alcohol
Expressing feelings of failure, uselessness or loss of hope
Changes in clothing – e.g. long sleeves in warm weather
Secretive behaviour
Skipping PE or getting changed secretly
Lateness to or absence from school
Repeated physical pain or nausea with no evident cause
An increase in lateness or absenteeism

Wellbeing measures include the Strengths and Difficulties Questionnaire (SDQ) which focuses on a child's mental health; the NFER Emotional Literacy assessment, the Boxall Profile and The Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS).

Student Wellbeing Interventions



Taken from the 8 principles to promoting a whole school approach to emotional health and wellbeing.

Whole School Approaches

Whole School Approach	Approach	Intervention
Whole School Approach	Curriculum Rewrite – Character Education	Student Voice – prefects/Communication Skills/Emotional Literacy
	Teaching and Learning Approach	Self-regulation Techniques
	School Ethos and Environment	
	Well-Assemblies	Exam Resilience/Kooth
	Self-care Apps	
	Tutor Groups	Well-being Champions
	Well-being Information	Website/Newsletters/Twitter/Linkedin
Targeted Approach	Multi-Agency Support by the Educational Psychologist	Study skills
	Sport	

	PHSE Curriculum/Character Education	
	Lunchtime Clubs – Well-being Wednesday	Sensory processing approaches via Sensory room
	Well-being interventions	<p>Targeted student well-being interventions including:</p> <ul style="list-style-type: none"> • Raising emotional awareness • Establishing goals • Team building • Understanding and managing anger • Social skills • Friendship/relationship skills • Nurture group (new year 7s) • Restorative work • Raising self-esteem • Resilience work (to do in conjunction with circle of support) • Zones of regulation • Changing negative thought patterns • Resilience wheel • Circles of support
	ELSA	<p>Focusing on the 5 elements of Emotional Intelligence:</p> <ul style="list-style-type: none"> • Social skills • Self-regulation • Self-awareness • Motivation • Empathy
	Anti-bullying ambassadors	Individual well-being outcomes.
	Primary Link Mentors	Trailblazers Project run in-conjunction with the NHS with links to other national crisis organisations (see below)
	School Council	Nurture Groups Year 7
	Individual Learning Plans and Student Passports	Team Around The Child/Family meetings.
	Early Help Assessment	Thrive/ELSA approaches.

	Posters to signpost students to help i.e. Kooth/YoungMinds	
		Mental Health First Aider
	Chaplaincy	School pastors Wellbeing Garden Project
	School Nurse PFSA	
Specialist Support and Provision		Multi-agencies including the Educational Psychologist and paediatricians and CAMHS.
		<ul style="list-style-type: none"> • REACH • Forest School • Taunton Deane Partnership College • Conquest Horse Therapy

Targeted Student Wellbeing Interventions

Identified students will receive bespoke intervention packages delivered by a specialist Teaching Assistant/ELSA/support staff member in the well-being Hub which is housed in the Franklin Building or another quiet space within the school environment.

The development of resilience through providing a secure basis, enhancing self-esteem and self-efficiency will underpin all interventions.

An additional identification assessment will highlight any gaps that may affect a student's optimum emotional health. Targets and strategies will be set to address these needs and teach new skills.

Individual targets will aim to address these gaps and will focus on developing a skill set to support three key areas; growing and developing; future planning plus strategies to meet student needs.

Each set of interventions will be bespoke and provide a meaningful approach for each individual. The interventions will be based on mindfulness principles; sensory processing activities; positive thinking techniques and physical exercise.

Staff Identification

Training and signposting to assessment materials will form the basis for the staff identification. Onus will be placed on staff to self-assess and information for next steps will be available on request.

Staff wellbeing questionnaires will be sent out annually and the analysis of this will help to improve and inform whole school wellbeing approaches.

Staff Wellbeing Interventions

Whole School Approach	Approach	Intervention
Work-life balance.	Posters/Leaflets	Support sessions for staff working in classes with students with complex medical needs or challenging behaviour.
Staff briefings.	SEMH Audit	Half-termly solution circles.
	Signposting	Significant incidents – debriefing/counselling with specialist staff.
	Library Resources	Continuing Professional Development.
	Work-life balance – Well-being Wednesday	Individual Rewards – Well-being lead.
	Coaching	Staff supervision from Educational Psychologist for ELSAs and SEMH Lead.
	Information sharing	Head's Coffee Morning
	Social Activities – bingo/quiz night/Christmas Party/end of school party.	Individual Learning Profiles detailing more complex mental health concerns that overlap or are linked to a diagnosable medical condition that may require medication. These are available on ClassCharts.
	Clear behaviour strategy – Behaviour for Learning and Exclusions Policy Safeguarding Policy	Risk Assessments – used to manage risk associated with a student's mental health including risk to themselves and others.
	Parent's Evening	Medical Health Care Plans.
		Mental Health First Aider.
	Staff Well-being	<ul style="list-style-type: none"> • Buddy system • Nurture and well-being • Random acts of kindness

		<ul style="list-style-type: none">• Staff activities• Charity initiatives – Xmas homeless boxes/Easter Eggs for PP families
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Monitoring and Assessment

Outcomes will be monitored regularly and any recommendation for wellbeing interventions will take place at the same time.

Intervention outcomes will be monitored and evaluated, and data will be analysed in-conjunction with attainment, behaviour and attendance.

Staff questionnaires and surveys will provide an opportunity throughout the year to enable whole school wellbeing assessments to take place to improve practice and monitor outcomes.

- Links with other TTA Policies/ Documentation
- Child Protection / Safeguarding Policy
- Behaviour Policy – RTL
- SEND Information Report and Policy
- Access and Disability Plan
- Medical Policy
- Well-being Audit

References

BOND (2014) 'Children and Young People with Disabilities – Understanding their Mental Health'

Department of Health & Public Health England 'Promoting emotional wellbeing and positive mental health of children and young people' – March 2014

DFE 'Mental health and behaviour in schools' – March 2016

DFE 'Mental Health and Wellbeing Provision in Schools (2018): Review of published policies and information.'

Public Health England and Children & Young People's Mental Health Coalition (2015) 'Promoting Children and Young People's Emotional Health and Wellbeing: A Whole School and College Approach.'

NHS Health Scotland (2012) 'Establishing a core set of national, sustainable mental health indicators for children and young people in Scotland.'

Public Health England (2014) 'The link between student health and wellbeing and attainment'

Public Health England (2015) 'Promoting children and young people's emotional health and wellbeing'

Scottish Government (2012) 'A guide to Getting it Right for Every Child.'

State of the Nation 2019: Children and Young People's Wellbeing. DFE.

Unicef (2002) 'For Every Child'

Using Mental Health Standards (2014)

World Health Organisation (2010) 'Mental Health: strengthening our responses'

Review Date: March 2017

Appendix A: National Organisations to support young people

YoungMinds Crisis Messenger

Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis. If you need urgent help text YM to 85258

- All texts are answered by trained volunteers, with support from experienced clinical supervisors
- Texts are free from EE, O2, Vodafone, and 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.
- **Samaritans** – for everyone, (24/7)
Call 116 123
Email jo@samaritans.org
Provides confidential, non-judgemental emotional support for people experiencing feelings of distress or despair, including those that could lead to suicide. You can phone, email, write a letter or in most cases talk to someone face to face.
- **Childline** – for children and young people under 19 (24/7)
Call 0800 1111 – the number won't show up on your phone bill
ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor for free about anything - no problem is too big or too small.
- **Papyrus** – for people under 35
Call 0800 068 41 41 – Monday to Friday 10am to 10pm, weekends 2pm to 10pm, bank holidays 2pm to 5pm
Text 07786 209697
Email pat@papyrus-uk.org
PAPYRUS is the national UK charity dedicated to the prevention of young suicide. You can contact them for help and guidance for yourself or for someone else in your care.
- **Elefriends** – For everyone (online)
Website: <http://elefriends.org.uk/>
Elefriends is a supportive online community where you can be yourself. Elefriends is run by Mind.

Appendix B: SEMH Provision Map

1. Social, Emotional and Mental Health

Areas of Need	Universal Provision Teacher	Targeted Provision Teacher/SENDCO	Specialist Provision SENDCO/Teacher/TA
<ul style="list-style-type: none"> • emotional disorders (anxiety/depression) • conduct disorders (stealing/defiance/fire-setting/aggression/anti-social behaviour) • hyperkinetic disorders (disturbance of activity/attention/developmental disorders) • attachment disorders • other (eating disorders/habit disorders, such as Obsessive-Compulsive Disorder (OCD)/post-traumatic stress • Adverse Childhood Experiences – ACES – domestic violence, bereavement etc. 	<ul style="list-style-type: none"> • School culture of acceptance and diversity • Whole school behaviour policy • Whole school classroom expectations • Access to Student Services for guidance and advice • Health and Safety guidelines • Attendance monitoring by form tutor • Seating plans • Modelling good behaviour • Inclusion meetings with SENDCO and Year Head • Effective teaching and learning strategy • Flexible curriculum for KS4 • Class reward systems – Classcharts • Lunchtime clubs • Quiet room • Tutor • School Nurse – every Tuesday • Well-being information on website/newsletters • Parental links (journal/link book) • Whole staff training • Monitored by Tutor • Self-care apps and website i.e. Kooth. • Well-being champions • Check-ins (attachment/hypervigilance) • PLACE strategies • Sensory breaks • Morning check-ins • Breakfast club • Whole-school CPD – ACES/Emotion Coaching • Chaplain • Wellbeing Wednesday • Drop ins • Assemblies with a focus on wellbeing – habits of happiness, food and culture • Curriculum – identity – Who Am I (year 7) 	<ul style="list-style-type: none"> • Review/evaluation of provision to date to enable holistic view of student • Emotional literacy assessment/coping in schools • Activities for unstructured times • Nurture provision for targeted students • Self-awareness targeted groups • Emotional health and well being • Anger management group • Relaxation techniques • SEMH group intervention • Support in lessons • Working with parents/Family Learning • Girls/Boys Group • ELSA support • Specialist SEMH training – attachment/eating disorders/positive mental health • Student Passport • Individual Learning Plan • Individual arrangements for exams • Learning Support / SEMH//Student Services Pass • Access to supportive environment Break/Lunch • Safe-guarding • Monitored by Year Leader • Specific transitional liaison post 16 • Persistent absence monitoring & intervention • Home school liaison • Whole college policy for behaviour (Internal Exclusion, In College Exclusion) • Medical Officer • Young Carers support • School nurse • Resilience Wheel • Stress buckets • Zones of regulation/vagal tone 	<ul style="list-style-type: none"> • Flexible and significantly differentiated curriculum with specific SEMH training • Targeted support in lessons KS3 • Clearly defined alternative provision • Individualised reward system • Extra nurture provision • PSP's • Living and Independent Skills • NFER Emotional Literacy Assessment • Boxall Profile/Strengths and Difficulties • Frequent parental links e.g., daily/weekly phone calls • Intervention from Support Services – Youth Inclusion and Support Programme – Team 8/Team 4/SIDAS • Integrated Children's Service (ICS) • CAMHS involvement • Multi agency meetings to problem solve • Therapeutic interventions e.g. music • Personalised Learning Plans • Referral into Educational Psychologist Service. (EP) • Education Health Care Plan / higher needs funding • Personal Education Plan for Child in Care • Referral to Taunton Deane Partnership College

	<ul style="list-style-type: none"> • TTA vision of a Christian ethos based on our aim for everyone to have 'Life in all its fullness' and integrated in our values of Aspiration, Integrity and Respect • Holistic Curriculum 	<ul style="list-style-type: none"> • Starve the anxiety/anger gremlin • Specialist CPD - L2 Mental Health Certificate/Domestic Abuse/Self-Harm • PFSA • Key worker 	<ul style="list-style-type: none"> • CSC • Specialist Inclusion Programme 'off site' – REACH • Forest School • Enhanced transitional - Post 16 applications • Access Arrangements • Risk assessments • Conquest therapeutic riding • Trail blazers project • EHA • TAS
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Appendix C: What makes a good CAMHS REFERRAL?



Somerset Partnership
NHS Foundation Trust



What makes a good CAMHS Referral?

General considerations:

- ✓ Have you met with the parent(s)/carer(s) and the referred child/children?
- ✓ Has the referral to CAMHS been discussed with the parent(s)/carer(s) and the referred child/children?

Basic information:

- ✓ Name and date of birth of referred child/children
- ✓ Address and telephone number
- ✓ Who has parental responsibility?
- ✓ Surnames if different to child's
- ✓ GP details

Reason for referral:

- ✓ What are the specific difficulties that you want CAMHS to address?
- ✓ How long has this been a problem and why is the family seeking help now?
- ✓ Is the problem situation-specific or more generalised?
- ✓ Your understanding of the problem/issues involved.
- ✓ What are the child/young person's and parent/carer's view of the referral?
- ✓ What are your anticipated outcomes?
- ✓ What are the child/young person's and parent/carer's anticipated outcomes?
- ✓ What risks are there to the young person, their family or others if this problem is not addressed.

Further helpful information:

- ✓ Who else is living at home and details of separated parents if appropriate?
- ✓ Name of school
- ✓ Who else has been or is professionally involved and in what capacity?

- Has there been any previous contact with our service?
- Has there been any previous contact with social services?
- Details of any known protective factors
- Any relevant history i.e. family, life events and/or developmental factors.