

The Magna Carta School

Mental Health & Wellbeing Guidance

Statement

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)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We aim not to diagnose but instead be pre-emptive and proactive in supporting young people.

Scope

This document describes The Magna Carta School's approach to promoting positive mental health and wellbeing. It is intended as guidance for all staff including non-teaching staff and governors.

This guidance should be read in conjunction with the SEND policy where a student has an identified special educational need.

The Guidance Aims to:

- Promote positive mental health
- Increase understanding and awareness of common 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
- Provide support to students suffering mental ill health and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to be mental health 'gatekeepers' for our students, staff with a specific, relevant remit include:

- Kathy Janzan - SLT lead
- Clare Erasmus - Director of Health & Wellbeing
- Nicola Lainsbury - Student MHWB coordinator
- Rachel Kippen - SENCO
- Jeanette Schofield - Pastoral Manager
- Rob Banthorpe - Head of PSHE
- David Watkins - Designated DSL
- Caroline Steede - Deputy DSL
- Carol Camburn - Lead first aider

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the **Student MHWB coordinator** in the first instance. If there is a fear that the student is in danger of immediate harm, then the normal **child protection procedures should be followed with an immediate referral to the Designated DSL**. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the **first aid staff** and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the **Student MHWB coordinator**.

Individual Mental Health Care Plans

An Individual Mental Health care plan for students causing concern or who receive a diagnosis pertaining to their mental health will be drawn up by the **Student MHWB coordinator** this should be drawn up involving the student with involvement from the parents. This can include:

- Details of concerns
- The Interventions and support given already in the school
- The role the school can play
- What the student would like from the intervention sessions

Teaching about Mental Health

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

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the [PSHE Association Guidance](#)¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We are launching a pilot, 7 lesson Mental Health PSHE series, to Year 7s using the *My TeenMind App*. The idea is students will work through the app and build the knowledge to enable them to make informed choices about their own mental health and wellbeing.

Signposting

We will ensure that staff, students 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.

For staff it is outlined in:

- our Pre-Emptive Health & Wellbeing Concern Flow Chart which is emailed to all staff and a copy placed in the online staff shared area for MHWB
- whole staff INSETS

¹ [Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#)

For Students it is all outlined in:

- physical signs around the school clearly signposting the wellbeing zone
- the FREE My TeenMind digital app
- homework diaries
- posters in classrooms
- presentations in assemblies
- discussions with tutors

We will display relevant sources of support in classrooms and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- **What help is available**

M3 - Club Chill - an invitation only 'safe space' for our most vulnerable

M4 - pop in lunchtime room to talk to a wellbeing ambassador

M5 - pop in anti-bullying room to talk to an anti-bullying ambassador

M6a - Wellbeing centre for 1:1 appointments (referrals made by tutor or teacher) with **Student MHWB coordinator**

- **Who it is aimed at**

All years are welcome to access these facilities (Year 7s are encouraged to use their designated whole year group 'safe space' in the quad, in the first instance, before being invited to Club Chill)

- **How to access it**

➤ The Wellbeing zone is in the North corridor of the school. There is a map on their phones in the My TeenMind app showing where it is. Physical signs on the walls. Further reminders in their homework diaries

➤ Lunchtime access for first 30 minutes

➤ Appointment or referral via tutor/teacher for direct access to Student MHWB coordinator

- **Why to access it**

If a student wants to talk about what is worrying them they should come to the wellbeing pop in lunchtime room where there is a trained wellbeing ambassador to listen and signpost advice.

- **What is likely to happen next**

The student ambassador will be clear with them that it is not completely confidential about what they share and that an adult wellbeing mentor will be notified of any concerns but continuous support will be offered with an opportunity to talk to an adult wellbeing mentor too.

Warning Signs

School staff may become aware of warning signs which indicate a student 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 **Student MHWB coordinator**

Note: All staff have received training on the warning signs to look out for in a twilight INSET January 2017 and the presentation has been saved in the online shared staff area for MHWB.

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

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff needs to know how to respond appropriately to a disclosure.

A disclosure from a student does not necessarily mean it is a safe guarding concern.

*Note: **Safeguarding concerns** are when you are worried or concerned a child is being abused or neglected. Somebody may abuse or neglect a child by; inflicting harm, or failing to act to prevent harm. This harm can be physical, sexual, emotional or as previously mentioned through neglect.*

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and emailed to the relevant Tutor/ HPL who will save the information for record keeping.

A discussion will be had between HPL and Tutor to decide the next steps which could include referring to My TeenMind app, using the wellbeing zone for support and possible further intervention.

Confidentiality

We must NEVER promise to keep anything a secret

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them unless the student's safety is at risk. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent.

It is advisable to share disclosures with a colleague, usually **the HPL or Student MHWB coordinator**, this helps to safeguard our own emotional wellbeing. It ensures continuity of care in our absence and it provides an extra source of support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

The **student, Tutor and HPL** must communicate. Parents must be informed if a student is showing early signs of unhealthy Mental Health; in most cases students are given the opportunity to tell their parents themselves. If this is the case, the student should be given 24 hours to share this information. After this time the Tutor or HPL must contact the parents/carer to ascertain the student has told them.

If a child gives us reason to believe that there may be underlying child protection issues, i.e. that they may be at risk of harm **David Watkins or Caroline Steede must be informed immediately. The parents must not be called.**

Working with Parents

All Tutors and HPLs are encouraged to engage with parents in the early stages of concern. Using a consultation report sheet may be useful. These conversations are 'fact finding' missions to find out what issues the student is facing. If a disclosure is made, and where it is deemed appropriate to inform parents, it should be done by the Tutor or HPL for follow up. If it was a peer wellbeing ambassador the Student **MHWB coordinator** will be responsible for calling.

You need to be sensitive in your approach. You should inform the parent that:

- You are concerned for their child's mental health and wellbeing.
- You would like a face to face meeting in school.
- Ask who they would like to be present.
- You need to consider the parents, the student, and other members of staff feelings.
- You need to be clear on the aims of the meeting and what outcome are you looking to achieve.

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and point them to My TeenMind app for additional support. Finish each meeting with agreed next steps and always keep a record of the meeting in the student's file.

Working with all parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. To support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health guidance easily accessible to parents
- Regularly update parents with letters about the need to destigmatise, the support on offer and signs to look out for
- Share ideas about how parents can support positive mental health in their children through our regular information **Parent Headspace** coffee sessions
- When drawing up an individual mental health care plan, parents will be notified about the interventions being put in place with external agencies to support their child.

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

- As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.
- The [MindEd learning portal](http://www.minded.org.uk)² provides free online training suitable for staff wishing to know more about a specific issue.
- A wealth of YouTube videos and webinars and power points can also be accessed using the Charlie Waller Memorial YouTube and website
- Training opportunities for staff that require more in depth knowledge will be considered as part of our performance management process.
- Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

² www.minded.org.uk

Training currently happening:

We have a rolling twilight

INSET - optional - called the Inside Out Think Tank which explores current data about our MHWB provisions and tracking and support for both students and staff. We have completed 5 sessions so far.

On the 17/1/17 we delivered an INSET on MH for staff.

We used Dr Pooky Knightsmith of the Charlie Waller Memorial Trust who provides funded training to schools on a variety of topics related to mental health.

Guidance Review

This guidance is next due for review in January 2018

Additionally, this guidance will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this guidance, this should be addressed to **Clare Erasmus Director of Mental Health and Wellbeing.**

This guidance will always be immediately updated to reflect personnel changes.