



The Hessle Academy Mental Health and Wellbeing Policy

Effective Date:

June 2016

Date of minuted approval by the Board of Governors:

23 June 2016

Review Committee:

Board of Governors

Review Date:

June 2019

Owner:

Head of School – Designated Safeguarding Lead

Rationale

We aim to:

- increase understanding and awareness of mental health issues so as to facilitate early intervention for mental health conditions
- alert staff to warning signs and risk factors of mental health and provide clear guidelines for passing on concerns
- provide support to learners who suffer from mental health/well-being issues
- link with outside agencies including CAMHS, to provide higher level support for learners
- provide opportunities both in the taught curriculum and extra-curricular enrichment activities to develop the self-esteem of learners

1. The Policy

1.1 This policy forms part of the Academy Trust's safeguarding framework

1.2 This policy should be read in conjunction with other related policies including

- Child Protection Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Safe and Appropriate Working Practices document

2. The following list of designated people are involved in supporting the successful implementation of the Academy Mental Health and Well Being Policy

- Head of School - Hessle High School
- Associate Headteacher
- Assistant Headteacher
- Safeguarding Manager
- CAMHS contact/link member of staff
- School Nurse
- Emotional and Well Being Practitioner
- ER Child Protection Officer and LADO
- ER EHaSH team
- Hull CC A & A team

3. Purpose of our Mental Health and Well Being Policy

- 3.1 provides a clear direction to staff about expected codes of behaviour in dealing with mental health issues
- 3.2 makes explicit the school's commitment to the development of good practice and procedures in identifying mental health issues and ensuring that appropriate support is put in place for the individual concerned

There are three main elements of our mental health and well-being policy:

Prevention:

- provide both curricular and extra-curricular provision opportunities for learners to develop their self-esteem and well-being. At Hessle High School the House system provides support for individual learners (tutor role) so that all learners are well known to at least one member of staff. At Peshurst Primary School class teachers develop a positive relationship with members of their class
- educating learners about areas of support and guidance and signposting where appropriate to avenues of support both in and out of school.

Protection

- following agreed procedures for the identification of 'at risk' learners resulting in early intervention and appropriate support
- ensure that staff are appropriately trained and agreed procedures are regularly reviewed
- ensure that key staff are trained to work effectively with CAMHS and other external agencies involved in supporting learners with mental health issues
- provide a framework of accountability both for in house and external agencies to support learners by providing clear expectations

Support

- ensure that learners identified as having mental health /well-being concerns have a formal support plan in place that contains clear information of strategies used and responsibilities of key staff
- ensure that the schools works closely with CAMHS and other agencies involved in supporting learners with mental health issues

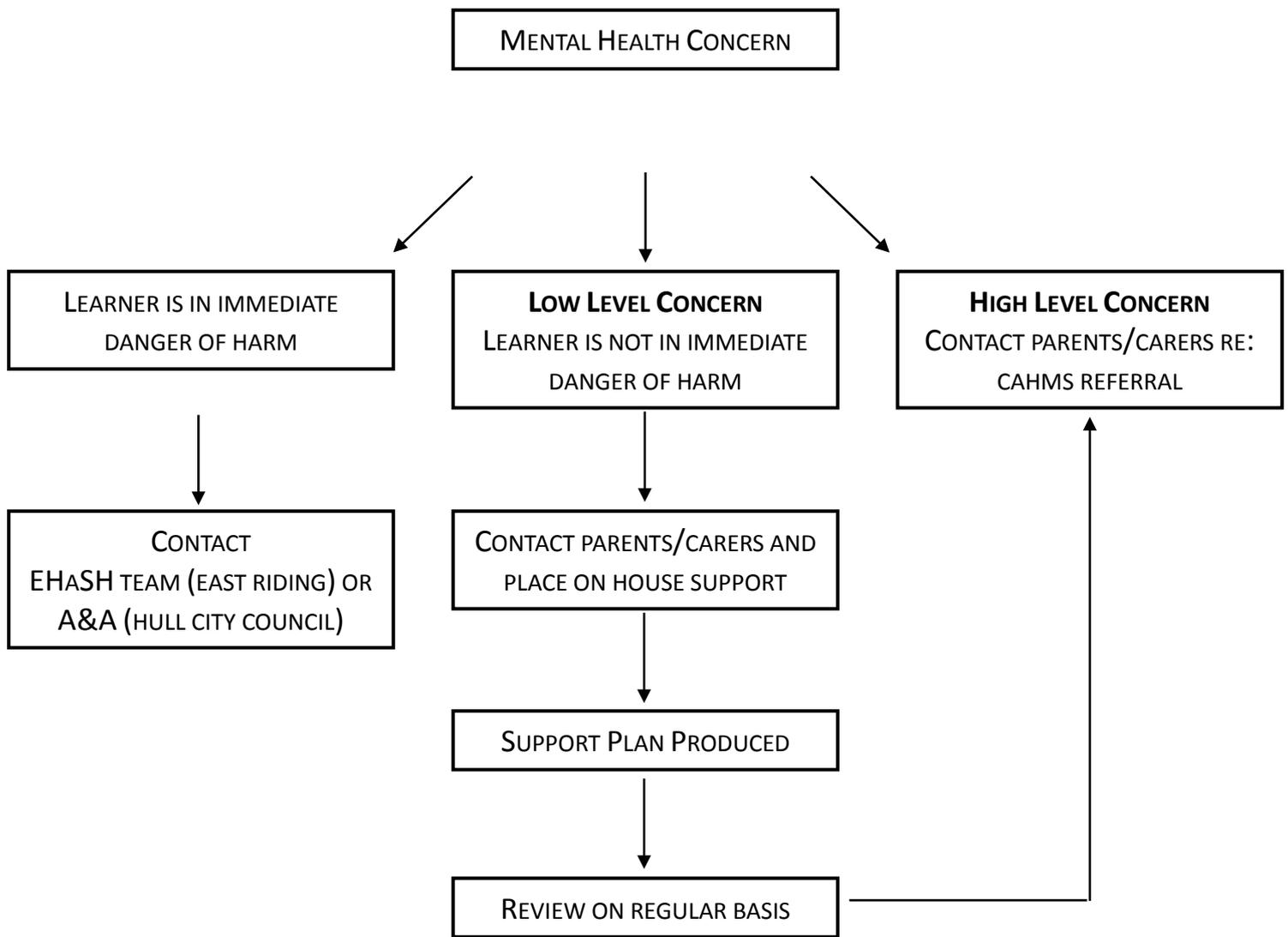
4. Procedures

If any member of staff has a concern about the mental health/well-being of a learner they should pass on their concern/evidence to the Designated Safeguarding Lead on a Concern Form (as for any safeguarding issue).

Following the expression of concern the Designated Safeguarding Lead will investigate further and decide on the initial way forward. At Hessle High School This will usually involve discussions with House Leader (Safeguarding), Safeguarding Manager, Student Well Being Manager and Assistant Headteacher - Inclusion.

At Peshurst Primary School this will involve the Designated Safeguarding Lead in discussions with Emotional Well Being Coordinator and Assistant Headteacher – Inclusion.

Following the initial assessment the following will apply:



5. Records and Monitoring

Rigorous and accurate records are essential to good practice in supporting learners with identified mental health / well-being issues.

- in **all** cases of concern about the mental health / well-being of a learner the information will be recorded and filed by the DSL in a locked filing cabinet.
- staff will be informed on a need to know basis of learner mental health issues

6. Training and Support

All staff will receive training appropriate to their role. This will involve awareness raising around warning signs and risk factors for all staff. More in depth training for members of the safeguarding team will be accessed by a close working relationship with CAMHS and courses delivered by ERSCB.

These will include but not limited to

- Mental Health First Aid Eating Disorder
- Self-Harming
- Anxiety and Depression

7. Policy review

The policy will be reviewed biannually or more frequently should updates in legislation/working practice reflect the need to do so.