

Wellbeing Policy

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1 Policy Statement

At Doucecroft School, we are committed to promoting positive mental health and emotional wellbeing to all learners, their families and members of staff. Our open culture allows learners' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all - both directly and indirectly, by mental health issues.

2 Scope

This policy is a guide to all staff, including non-teaching and Trustees, outlining Doucecroft School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

3 Our Aims

- Promote positive emotional health so learners can understand and express feelings, build confidence, develop resilience and engage fully in learning.
- Increase awareness and understanding of common mental health issues.
- Enable staff to identify early signs of mental ill health in learners and respond appropriately.
- Ensure staff know how and when to access support when working with young people experiencing mental health difficulties.
- Provide appropriate support for learners with mental health needs and signpost families to further help when required.
- Develop learner resilience and promote resilience building approaches.

4 Key Staff Members

This policy aims to ensure that our school promotes positive emotional wellbeing. However key members of staff have specific roles to play in relation to our learners wellbeing:

- Wellbeing Team
- Designated Safeguarding Lead and the Safeguarding team
- Health Care Assistant
- Family Liaison Officer
- PSHE Coordinator
- School Therapy Team

If a member of staff is concerned about the mental health or wellbeing of learner, it should be reported on My Concern.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5 Student Support Plans

When a learner has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that advice for the learner is detailed within the individualised support plan.

Suggested elements to include in the plan include:

- Details of the learner's situation/condition/diagnosis.
- Special requirements or strategies, and necessary precautions.

- Medication and implicating side effects.
- Who to contact in an emergency.

6 Teaching About Mental Health

The skills, knowledge and understanding our learners need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. <https://pshe-association.org.uk/lesson-plans-home>
Incorporating this into our curriculum at all stages is a good opportunity to promote learners' wellbeing through the development of healthy coping strategies and an understanding of learners' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing learners who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting learners to support any of their friends who are facing challenges. See Section 14 for Supporting Peers.

7 Signposting

We will ensure that staff, learners and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, shared areas, toilets, staff room etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events. The Wellbeing team will support families with an awareness of locally available support on an individual basis.

The aim of this is to ensure learners and staff understand:

- What help is available.
- Who it is aimed at.
- How to access it.
- Why should they access it.
- What is likely to happen next.

8 Sources of Support At School & In The Local Community

School Based Support:

School Therapy Team consisting of Speech and Language Therapists, Occupation Therapists, Music Therapy.

Health Care Assistant.

Wellbeing Team.

Family Liaison Officer.

Safeguarding Team.

EHCP Administrator.

External Support consists of:

Paws4Pals – Therapy Dogs

Referrals such as Disability nursing teams

CAMHS and LD CAMHS.

Social Workers.
Local Authority Placement Officers.
External Health Professionals.
YES.

A range of local community supports and online resources available to learners, parents and staff are available in the resources section.

9 Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who have experienced trauma, are in care, young carers, those who have had previous access to mental health services such as CAMHS, those living with parents/carers with a mental health illness and those living in households experiencing domestic violence.

We work closely with external teams in supporting the emotional and mental health needs of learners including identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of learners who would benefit from targeted support and ensure appropriate referral to support services internally or externally by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Children's Services, CAMHS and other agencies or services to follow various protocols including assessment and referral;
- Identifying and assessing through using the 6 core strengths assessment tools and in line with the Early Help Assessment Tool (EHAT). These methods will help identify children who are showing early signs of anxiety, emotional distress, or behavioural problems; we prioritise support in school scoring termly on our MDT system.
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the learner's needs.
- Ensure learners have access to Wellbeing support, as well as specialist services within Doucecroft, including Speech and Language Therapy and Occupational Therapy. Externally support may include referrals from mental health professionals such as CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide learners with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide learners with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

10 Managing Disclosures

If a learner chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. This should be handled in line with Safeguarding training.

All disclosures should be recorded confidentially under the learners name on My Concern, including:

- Date.
- Name of member of staff to whom the disclosure was made.
- Nature of the disclosure & main points from the conversation.
- Agreed next steps.

11 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a learner to either someone within or outside of the school, then this will be first discussed with the learner where appropriate or parent/carer. We will tell them:

- Who we are going to tell.
- What we are going to tell them.
- Why we need to tell them .
- When we're going to tell them.

Ideally, consent should be gained from the learner first. However, there may be instances when information must be shared, such as learners up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the learner. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but learners may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a learner gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed in line with Safeguarding policies within the school.

12 Whole School Approach

Working with Parents/Carers

If a member of staff feels it is necessary to pass on concerns about a learner to either someone within or outside of the school, then this will be first discussed with them. We will tell them:

- Who we are going to tell.
- What we are going to tell them.
- Why we need to tell them.
- When we're going to tell them.

Ideally, consent should be gained from the parent first. However, there may be instances when information must be shared, such as learners who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the learner. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but learners may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a learner gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Supporting Parents/Carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners;
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

13 Supporting Peers

When a learner is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the learner who is suffering and their parents with whom we will discuss: Learners have ways to raise concerns in school that include talking to staff, 'thought boxes' where they can write and post concerns, a 'worry button' that is accessed on laptops and goes to the safeguarding team or emailing a teacher, the Wellbeing Team or the Safeguarding Team.

- What it is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing / saying which may inadvertently cause upset.
- Warning signs that their friend needs 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.

14 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 learners safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on the wellbeing section of Sharepoint for staff who wish to learn more about mental health.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more learners.

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.

Suggestions for individual, group or whole school CPD should be discussed with the Headteacher who will also highlight sources of relevant training and support for individuals as needed.

15 Policy Review

This policy will be reviewed every two years as a minimum.

Any personnel changes will be implemented immediately.

16 Links With Other Policies

This policy is linked to our:

- Appraisal policy
- Behaviour and Relationships policy
- Capability of Staff Policy
- Staff Professional Conduct Policy
- Preventing and Responding to Bullying
- Child Protection and Safeguarding
- Attendance
- Curriculum Policy
- Medical Conditions and Matters
- Relationships and Sex Education
- Remote Education
- School Therapy

17 Resources

Self-Harm Resources

<https://harmless.org.uk/resource-hub/> Full of resources for parents, carers, young people and professionals.

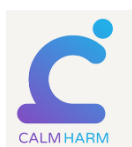
www.selfharm.co.uk a project dedicated to supporting young people impacted by self-harm. It provides a space to talk, ask any questions and be honest about what's going on in their life

<http://www.teenflash.co.uk/>

Helpful Numbers

Childline: 0800 1111
 NHS Direct: 01223 1231231
 Papyrus Hopeline: 0800 068 41 41
 Samaritans: 08457 90 90 90
 YoungMinds: Text YM to 85258

Apps – Calm harm







The Calm Harm app provides some immediate activities and techniques to help you break the cycle of self-harm behaviour and explore underlying trigger factors; the app supports you in building a ‘safety net’ of helpful thoughts, behaviours, and access to supportive people, as well as providing the opportunity to journal and self-reflect. The Calm Harm app also signposts to help.

The app is private, anonymous, and safe.

Resource/service	Contact information
Southend, Essex and Thurrock Children’s and Adolescent’s Mental Health Services (SET CAMHS)	https://www.nelft.nhs.uk/set-camhs Email: SET-CAMHS.referrals@nelft.nhs.uk Telephone: 0800 953 0222
Safeguarding Boards	Essex safeguarding board policies, including prevention of youth suicide toolkit http://www.escb.co.uk/ Southend local safeguarding children board: www.safeguardingsouthend.co.uk/children
Southend: Social care contact	www.southend.gov.uk/info/200223/childrens_social_care
Essex Family Wellbeing	https://essexfamilywellbeing.co.uk/ On behalf of Essex County Council and the NHS. HCRG Care Group and Barnardo’s provide a range of child and family services throughout Essex that are free at the point of delivery.

Suffolk Emotional Wellbeing Hub	https://www.suffolk.gov.uk/children-families-and-learning/children-and-young-peoples-mental-health-and-emotional-wellbeing-support/suffolk-children-and-young-peoples-emotional-wellbeing-hub/
CAMHS recommended Apps	https://www.camhs-resources.co.uk/apps-1
Together All	Together All is a safe, online community where people support each other anonymously to improve mental health and wellbeing. https://togetherall.com/en-gb/
Mind Fresh	Developed by NELFT, this is a website designed to help young people support their own emotional and mental wellbeing. www.nelft.nhs.uk/my-mind
Young Minds	A national charity working towards improving wellbeing and mental health of children and young people www.youngminds.org.uk Young Minds Parent Helpline: 0808 802 5544 (Mon-Fri, 9.30am-4pm)
Samaritans	A national charity aimed at providing emotional support to anyone in emotional distress www.samaritans.org 116 123 (free phone 24 hour helpline)
Mind	Provides advice and support to anyone experiencing mental health problems www.mind.org.uk
Rethink	A national mental health charity offering information, advice and support about mental health issues www.rethink.org
Papyrus Helpline	A national UK strategy aimed at the prevention of young suicide www.papyrus-uk.org HOPE Line UK 0800 068 41 41
Epic friends	Advice for young people on ways to help friends who may be self-harming www.epicfriends.co.uk
Lifesigns	An online, user-led voluntary organisation, which aids understanding of self-injury and provides information and support to people of all ages affected by self-injury www.lifesigns.org.uk
Childline	Trained counsellors who can talk to anyone aged under 19 about any issue they are going through www.childline.org.uk/
The Wish Centre	A charity providing advice and online support for young people to support recovery from self-harm, violence, abuse and neglect www.thewishcentre.org.uk

Shout	24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. Text 85258.
	https://www.kooth.com/video https:// Kooth: An online mental health service for children and young people which offers online counselling and emotional-wellbeing support.
Anti Bullying Alliance 	https://anti-bullyingalliance.org.uk/ The Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying.
Teenage Help Line 	https://teenagehelpline.org.uk/ A team of caring members that are available 24/7 to listen to teenage struggles.
	https://www.familylives.org.uk/ Provides targeted early intervention and crisis support to families.
Essex Support and Treatment for Early Psychosis (ESTEP)	ESTEP Contact Centre (24hrs, 7 days a week): 0300 123 0808 ESTEP Southeast Team (9am-5pm, 7 days a week): 01702 538022 ESTEP Southwest Team (9am-5pm, 7 days a week): 01268 407800
Staff Support	
GP	GP For additional support or referral to counselling/mental health services, please contact your GP
Confidential Helpline	Via Spectrum Life- Health Assured offer free 24/7 helpline, access to critical incident and trauma support 0330 818 0006
Support resources for adults/parents	
Mind	Provides advice and support to anyone experiencing mental health problems www.mind.org.uk
NHS choices	Information and support services for those who self-harm https://www.nshn.co.uk/