



Mental Health and Well-being Policy

Setting: Forest Lodge Academy

Written by: Jo Moore- March 2021

Review frequency: This policy needs to be reviewed annually.

Approval: Full governing body.

L.E.A.D. Academy Trust Policy Statement

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust believes that all children are entitled to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. At Forest Lodge Academy we aim to put mental health and well-being at the heart of the curriculum and school ethos.

We believe that all children, parents and staff should be equally valued in school. L.E.A.D. Academies will strive to eliminate prejudice and discrimination, and to develop an environment where we can all flourish and feel safe.

The L.E.A.D. Academy Trust is committed to inclusion. Part of the academies' strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Legal Framework

The Children and Families Act 2014 (specifically Section 69): [The Children and Families Act: Section 69](#)

Equality Act 2010 (specifically Part 6, Chapter 1):
<http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1>

The Special Educational Needs and Disability (SEND) Code of Practice: [The 0-25 Special Educational Needs and Disability Code of Practice](#).

Innovating Minds Believing in Mental Health <http://www.innovatingmindscic.com/ofsted-and-mental-health-provisions-in-schools/>

Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Improving Educational Outcomes of Children in Need of Help and Protection
<https://www.basw.co.uk/resources/improving-educational-outcomes-children-need-help-and-protection>

Mental Health and Behaviour in Schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

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Introduction

Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community (World Health Organisation).

At Forest Lodge Academy we aim to promote positive mental health for every member of our staff, pupils, parents and carers. We pursue the aim using both universal, whole school approaches and specialised, targeted approaches aimed at the vulnerable. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue, with a further four to five undiagnosed. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for individuals affected both directly, and indirectly by mental ill health.

Half of all mental health problems have been established by the age of 14, rising to 75 per cent by age 24. One in ten children aged 5 – 16 has a diagnosable problem such as conduct disorder (6 per cent), anxiety disorder (3 per cent), attention deficit hyperactivity disorder (ADHD) (2 per cent) or depression (2 per cent).

Mental Health Taskforce to the NHS in England February

2016 <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

When well designed and implemented, whole school approaches show repeated and clear evidence of positive impacts on:

- **Academic learning**, motivation and sense of commitment and connectedness with learning and school.
- **Staff well-being**, reduced stress, sickness and absence; improved teaching ability and performance.
- **Pupil well-being** including happiness, a sense of purpose, connectedness and meaning.
- The development of the **social and emotional skills and attitudes** that promote learning, success, well-being and mental health, in school and throughout life.
- The prevention and reduction of **mental health problems** such as depression, anxiety and stress.
- **Improved school behaviour**, including reductions in low level disruption, fights, bullying, exclusions and absence. **Reductions in risky behaviour** such as impulsiveness, uncontrolled anger, violence, bullying, early sexual experience, alcohol, drug use and crime.

Weare, K., (2014) *What works in promoting social and emotional well-being and responding to mental health problems in schools?* <http://www.senplus.ltd.uk/wp-content/uploads/2015/02/Promoting-Social-Emotional-Well-being-etc-NCB.pdf>

Policy Statement

Emotional resilience is central to individuals overall effectiveness and will have positive impact on the wider community and pupil learning.

Staff

- Promoting an emotionally resilient team is about encouraging all staff to use the available skills and support to ensure a healthy work life balance. By doing so, staff understand how to take greater responsibility for their own health and wellbeing. We believe in integrating emotional resilience into the working ethos and culture of the academy, as this may reduce the risk later needing to manage and reduce stress-related symptoms once they have emerged.

Pupils

- Forest Lodge Academy promotes positive attitudes towards mental health and well-being, which is embedded throughout the ethos of the school and the curriculum.

Wider School Community

- We recognise the importance of everyone working together with the aim to be mutually supportive for the benefit of the wider school community.

Scope

This document describes the Academy's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff, parents and governors. This policy should be read in

conjunction with our inclusion, behaviour, safeguarding, SEND and medical policy in cases where mental health overlaps with or is linked to a medical issue, special educational need or inclusion.

Ofsted Guidance

In order for schools to gain **good status** pupils must ‘enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships’.

To be **outstanding schools** must enable students to be able to ‘make informed choices about healthy eating, fitness and their emotional and mental wellbeing’.

The new framework recognises that it is important to continue to support individual students with specific behavioural and mental health needs but there is also a need to create a culture that fosters emotional wellbeing and resiliency within the school. Consequently, ‘good’ and ‘outstanding’ schools commit to helping students develop personal skills, employability skills and achieve academically.<http://www.innovatingmindscic.com/ofsted-and-mental-health-provisions-in-schools/> (Innovating Minds Believing in Mental Health, Accessed 17.3.19)

Rationale

Forest Lodge Academy is committed to providing an appropriate and high quality education to all of the pupils living in our local area. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, identified in the Safeguarding Vulnerable Groups Act 2006, including:

- Girls and boys and those who identify as gender neutral
- Minority ethnic and faith groups: travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Those who have been previously looked after by the Local Authority
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Any learners who are at risk of disaffection and exclusion.

- Those in receipt of Pupil Premium

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to support the early identification of these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve to their full potential.

Social, Emotional and Mental Health Difficulties as stated in the 2014 Code of Practice:

1. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The academy has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, with the aim of reducing the effect on other pupils as much as possible.

Objectives of the Mental Health and Well-Being Policy at the Academy

At Forest Lodge Academy we aim to:

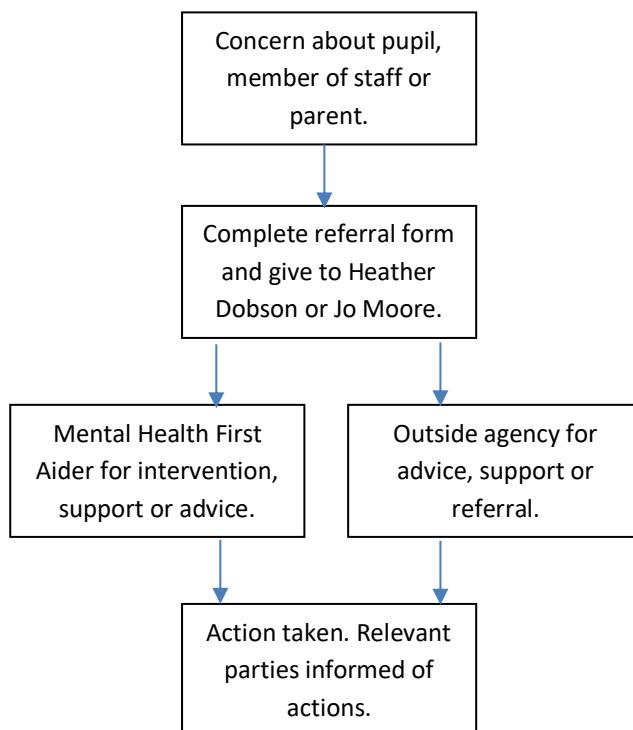
- Promote positive mental health in all staff, parents and pupils.
- Create an environment that is therapeutic and accessible.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Work directly with pupils, parents and carers.
- Work directly with staff by providing training & quality supervision.
- Facilitate pastoral work and support sessions.
- Embed mental health and wellbeing principles within our policies.
- Liaise with external agencies such as CAMHS & GPs.
- Embed an emotional wellbeing and resilience curriculum.
- Exploring the positive impact of physical exercise.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant role include:

- Designated Safeguarding Leads – Mrs Claire Caldwell, Mrs U Malik, Mrs S Meer, Mrs Kathleen Smith
- SENDCO-Mrs Heather Dobson
- Mental Health Lead – Mrs Jo Moore
- Special Educational Needs Coordinator – Mrs Heather Dobson
- Lead First Aiders – Mrs Linda Dunn/Miss Georgina Frearson
- Pastoral Lead – Mrs Kathleen Smith
- Continuous Professional Development Lead – Mrs C Caldwell
- Personal, Social, Health and Emotional (P.S.H.E) Coordinator – Mrs Jo Moore
- Mental Health First Aiders –Miss Georgina Frearson, Ms Zoe Ferla, Mrs Linda Dunn

Any member of staff, parent or carer who is concerned about the mental health or wellbeing of a student, staff member or parent should complete a mental health first aider referral form (staff share/subjects/pshe/mental health) and return the form to Heather Dobson (SENDCO) or in her absence Jo Moore. The referral will be signposted to the relevant member of staff for action - see below. If there is a fear that the individual is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding leads. If the person 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 an external agency is appropriate, this will be led and managed by the mental health lead or SENDCO. Guidance about referrals is provided below.



Individual Care Plans

It is helpful to draw up an Individual Care Plan for pupils causing significant concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, parents and relevant health professionals. This will include:

- ❖ Details of the pupils condition
- ❖ Special requirements and precautions
- ❖ Medication and any side effects
- ❖ What to do, and who to contact in an emergency
- ❖ The role the school can play/ trusted adults in school
- ❖ This will be reviewed regularly

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our RSHE curriculum. The specific content of lessons will be determined by the 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 and others.

We will follow the PSHE Association and Government Guidance to ensure that we teach mental health and emotion well-being issues in a safe and sensitive manner which helps rather than harms.

Mental Health and Well-Being support in school

Where a pupil is identified as having mental health difficulties, the academy will take action to remove barriers to mental health and learning and put effective, specific educational provision in place, under the guidance of specialists. This could include early interventions such as targeted personal, social and emotional education, counselling, time with the pastoral lead or mental health lead and or specific programmes to reduce anxiety and low mood.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the academy will consider involving specialists, including those secured by the academy itself or from outside agencies. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other additional support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Leicester City Council Local Offer should set out clearly what support is available from different services and how it may be accessed.

The academy will work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include academies commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists such as Counsellors
- SEMH Team

Structure for Mental Health Concerns

We will ensure that staff, students and parents are aware of how to raise a concern within the school and what local support is available. We will display relevant sources of support in the entrance of the school, in rest rooms and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of individuals help-seeking by ensuring individuals understand:

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

Managing Disclosures and Reporting Concerns

Someone may choose to disclose concerns about themselves, a pupil, staff member or others to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a child, parent or staff member chooses to disclose concerns about their own mental health or that of another, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than to give advice. Our first thought should be of the person's emotional and physical safety.

Disclosures and concerns that directly link to pupils, should be reported on 'My Concern' which will then alert the Designated Safeguarding Leads, Mental Health Leads and the SENDCo.

Confidentiality

All staff are to reassure the person who is disclosing that we will keep their information confidential, but it will be necessary to alert the Mental Health Lead or Designated Safeguarding Leads so that the appropriate actions can take place.

We should never share information about someone without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with

another member of staff or professional. Staff are to always follow the Safeguarding Policy for managing disclosures.

Working with Parents and Carers

Where it is deemed appropriate to inform parents, we will be sensitive in our approach. Before disclosing to parents we will consider the following questions:

- ❖ Can the meeting happen face to face?
- ❖ Where should the meeting happen?
- ❖ Who should be present?
- ❖ What are the aims of the meeting?
- ❖ Who is the trusted adult for the child in school?
- ❖ Who in school does the child have a positive relationship with?

Parents and Carers are often welcoming of support and information from school about supporting their children's emotional and mental health. In order to support parents we will:

- ❖ Highlight sources of information that support common mental health issues
- ❖ Ensure that all parents are aware of who to talk to, and how to get support, if they have concerns
- ❖ Make our mental health policy easily accessible to parents
- ❖ Keep parents informed about the mental health topics their children are learning about in the school curriculum and share ideas for extending and exploring this learning at home.

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 in order to enable them to keep students safe. The MindEd learning postal provides free online training suitable for staff wishing to know more about specific issues. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and addition CPD will be supported throughout the year where it becomes appropriate due to matters that arise. Suggestions for individuals, groups or whole school CPD should be discussed with the CPD Lead who can also highlight sources of relevant training and support for individuals as needed.

Signs and symptoms of common mental ill-health conditions

Key Points to Remember:

- Negative presentations can represent the normal range of human emotions. Everyone feels sad, worried, shy or self-conscious at times and these do not necessarily mean that a child or young person is experiencing mental ill-health.
- Whilst it is important to be aware of potential warning signs, it is crucial to stress that diagnoses need to be made by appropriately qualified clinicians, who use a full range of internationally agreed criteria, not by education professionals.
- It is counter-productive for non-clinicians to use diagnostic terminology, which may not subsequently be confirmed, with parents or young people.

<p>Depression</p> <ul style="list-style-type: none"> • Feeling sad or having a depressed mood • Loss of interest or pleasure in activities once enjoyed • Changes in appetite — weight loss or gain unrelated to dieting • Trouble sleeping or sleeping too much • Loss of energy or increased fatigue • Increase in purposeless physical activity (e.g., hand-wringing or pacing) or slowed movements and speech (actions observable by others) • Feeling worthless or guilty • Difficulty thinking, concentrating or making decisions • Thoughts of death or suicide 	<p>Anxiety</p> <ul style="list-style-type: none"> • Palpitations, pounding heart or rapid heart rate • Sweating • Trembling or shaking • Feeling of shortness of breath or smothering sensations • Chest pain • Feeling dizzy, light-headed or faint • Feeling of choking • Numbness or tingling • Chills or hot flashes • Nausea or abdominal pains
<p>Obsessive-compulsive disorders</p> <p>Compulsions are repetitive behaviours or mental acts that a person feels driven to perform in response to an obsession. Some examples of compulsions:</p> <ul style="list-style-type: none"> • Cleaning to reduce the fear that germs, dirt, or chemicals will "contaminate" them some spend many hours washing themselves or cleaning their surroundings. Some people spend many hours washing themselves or cleaning their surroundings. • Repeating to dispel anxiety. Some people utter a name or phrase or repeat a behaviour several times. They know these repetitions won't actually guard against injury but fear harm will occur if the repetitions aren't done. • Checking to reduce the fear of harming oneself or others by, for example, forgetting to lock the door or turn off the gas stove, some people develop checking rituals. Some people repeatedly retrace driving routes to be sure they haven't hit anyone. • Ordering and arranging to reduce discomfort. Some people like to put objects, such as books in a certain order, or arrange household items "just so," or in a symmetric fashion. • Mental compulsions to response to intrusive obsessive thoughts, some people silently pray or say phrases to reduce anxiety or prevent a dreaded future event. 	<p>Eating Disorders</p> <p>Anorexia Nervosa:</p> <p>People with anorexia nervosa don't maintain a normal weight because they refuse to eat enough, often exercise obsessively, and sometimes force themselves to vomit or use laxatives to lose weight. Over time, the following symptoms may develop as the body goes into starvation:</p> <ul style="list-style-type: none"> • Menstrual periods cease • Hair/nails become brittle • Skin dries and can take on a yellowish cast • Internal body temperature falls, causing person to feel cold all the time • Depression and lethargy • Issues with self-image /body dysmorphia <p>Bulimia Nervosa:</p> <p>Patients binge eat frequently, and then purge by throwing up or using a laxative.</p> <ul style="list-style-type: none"> • Chronically inflamed and sore throat • Salivary glands in the neck and below the jaw become swollen; cheeks and face often become puffy, • Tooth enamel wears off; teeth begin to decay from exposure to stomach acids • Constant vomiting causes gastroesophageal reflux disorder • Severe dehydration from purging of fluids