



# Castleford Academy



# Positive Mental Health Policy

Version No:	Date Ratified:	Review Date:
1.0	19.05.2020	19.05.2023



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*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 Organization)*

## 1. Policy Aims

Castleford Academy are committed to promoting and supporting the mental health and wellbeing of our whole school community (pupils, staff, parents and carers), and recognise that pupils' mental health and emotional wellbeing are equally as important as their physical wellbeing.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health, thereby ensuring the best possible educational outcomes for every pupil.

This policy aims to:

- Promote positive mental health for all pupils.
- Increase understanding and awareness of common mental health issues.
- Alert staff to the early warning signs of mental ill health.
- Provide support to staff working with pupils with mental health issues.
- Provide support to pupils suffering mental ill health and their peers and parents/carers

## 2. Legislation

The academy policy is in line with The Schools (Mental Health and Wellbeing) Act 2020. This sets out the following requirements for governing bodies:

- a) promote pupil mental health;
- b) support mental ill health;
- c) make statements of policy in relation to their promotion of pupil mental health, and prevention and support for mental ill health;
- d) promote training and information for school staff on the subject of mental health;
- e) have regard to pupil mental health in joint working arrangements with—
  - i. other governing bodies,
  - ii. local authorities, and
  - iii. commissioners and providers of the National Health Service.

## 3. Staff Roles and Responsibilities

All staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some pupils will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

The academy will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.



Certain staff members have a specific role in the process. These are listed below:

- Mrs Wells (Assistant Headteacher) – DSL
- Mrs Salmon (Assistant Headteacher)- Deputy DSL
- Jo Gray – Non-teaching Deputy DSL
- Hannah Proda- non-teaching Deputy DSL
- Kate Reed - Deputy DSL for resource base pupils.

In addition, the following staff have specific responsibility with regard to pupil mental health and wellbeing.

- Mrs F Holmes- Brown, Mrs S Bowes, Mrs F Hawthorne, Mr P Young, Miss K Garbutt- Year Leaders
- Mrs J Hayden- SENCO
- Ms Page- Assistant Headteacher responsible for Pupil Mental Health, SMSC and PSHE
- Mrs Muirhead- Mental Health First Aider.
- Kathryn Scott- Link Governor of safeguarding and mental health

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should refer to a member of the safeguarding team using the safeguarding protocol in place.

#### 4. Promoting Positive Mental Health

The Academy will:

- work to help pupils to understand their emotions and experiences better;
- ensure our pupils feel comfortable sharing any concerns and worries;
- help pupils to form and maintain relationships;
- encourage pupils to be confident and help to promote their self-esteem;
- help pupils to develop resilience and ways of coping with setbacks.

The academy will promote a healthy environment by:

- promoting positive mental health and emotional wellbeing in all pupils and staff;
- celebrating both academic and non-academic achievements;
- promoting our academy values and encouraging a sense of belonging and community.
- providing opportunities to develop a sense of worth and to reflect;
- promoting our pupils' voices and giving them the opportunity to participate in decision making;
- adopting a whole school approach to mental health and providing support to any pupil who needs additional help through academy interventions or referrals to external interventions.
- educating pupils through PSHE and SMSC throughout the year, including Wellbeing Wednesday form time activities;
- raising awareness amongst staff and pupils about mental health issues and their signs and symptoms;
- enabling staff to respond to early warning signs of mental-ill health in pupils;
- supporting staff who are struggling with their mental health;

#### 5. Teaching about mental health

The skills, knowledge and understanding needed by pupils to keep themselves and others physically and mentally safe are included as part of our PSHE curriculum. This curriculum is reviewed and refined annually. Where necessary, additional elements might be added through the academic year to respond to specific needs.



## 6. Signposting

We will ensure that all pupils, staff and parents are aware sources of support within the academy, locally and nationally. Sources of support can be found in the Parent Advice Zone on our website and in the pupil planner.

In addition, we will display relevant sources of support in form rooms and communal areas such as corridors, social spaces and toilets. The academy newsletter can also be used to update parents/carers about mental health issues and sources of support.

Following a disclosure, the academy may choose to signpost/refer to sources of support, where appropriate. These can include, but are not limited to:

- Educational Psychologist
- Social, Emotional and mental health Local Authority team
- CAMHS
- Local government agencies
- Future in Mind
- Counselling services
- On-line mental health services
- Family support workers
- Behavioural support workers.
- Social Care Direct
- Children's First Hubs

## 7. Identifying, supporting and referring pupils with mental health needs.

- Provide a safe environment to enable pupils to express themselves and be listened to.
- Ensure the welfare and safety of pupils are paramount.
- Identify appropriate support for pupils based on their needs.
- Involve parents and carers when their child needs support if it is appropriate to do so and does not place the child at additional risk
- Involve pupils in the care and support they have.
- Continually monitor and review the support available to pupils and parents.

Staff may become aware of warning signs which indicate that a pupil is experiencing mental health or emotional wellbeing issues. These concerns should be recorded/reported to a member of the Safeguarding Team in line with the academy safeguarding policy and suicide awareness policy.

Possible warning signs might include but are not exclusive to:

- 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.

It is important that staff remain calm, supportive and non-judgemental to pupils who disclose a concern about themselves or another pupil. Staff should be clear with pupils that their concern will be shared with a member of the safeguarding team.

If a pupil discloses that they feel suicidal or are planning on taking their own life, staff should ask if they have a plan to kill themselves and explore the details of that plan. If they say they have a plan the pupil should be taken to a member of the safeguarding team. If they say no this must be reported immediately to a member of the safeguarding team on an orange form. Any such disclosures should be reported immediately to a member of the safeguarding team. The pupil concerned should not be left alone under any circumstances.

## 8. Working with parents/carers.

The academy will support parents as much as possible. This means keeping them informed about their child and offering our support at all times. The academy will, where deemed appropriate, inform parents/carers of any disclosures made by pupils in regard to their health and wellbeing.

To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents/carers to access further support.
- Ensure that parents/carers are aware of who to talk to if they have any concerns about their child.
- Give parents/carers guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents/carers on the academy website

## 9. Supporting Peers

When a pupil 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. Support will be provided to individuals, or groups on a case by case basis. Where a member of staff has concerns about any child, these should be reported to the safeguarding team in line with the safeguarding policy.