THE BEACON PRU

MENTAL HEALTH & WELLBEING POLICY

Date of Policy	Sept 25	Date of Review	Sept 26	Coordinator	Julie Wynne

AIMS & OBJECTIVES

At The Beacon PRU, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our Unit's approach to promoting positive mental health and wellbeing for all pupils
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

LEGISLATION & GUIDANCE

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

ROLES & RESPONSIBILITIES

All staff are responsible for promoting positive mental health and wellbeing across our unit and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the SMHL, SENCo or DSL/DDSL.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher – Mrs Hatton

- Designated safeguarding lead (DSL) – Mrs Hatton
- Deputy Designated safeguarding lead (DDSL) – Mrs Wynne
- Special educational needs co-ordinator (SENCO) – Mrs Wynne
- Senior Mental health lead – Mrs Wynne
- Attendance lead – Mrs Hatton

WARNING SIGNS

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
  - Mood or energy level
  - Eating or sleeping patterns
  - Attitude in lessons or academic attainment
  - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

MANAGING DISCLOSURES

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.
Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/mental health lead. All disclosures are recorded and stored in the pupil's confidential safeguarding file.

CONFIDENTIALITY

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.
Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/mental health lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection policy will be followed.

SUPPORTING PUPILS

Baseline support for all pupils

As part of our unit's commitment to promoting positive mental health and wellbeing for all pupils, our unit offers support to all pupils by:

- Raising awareness of mental health through our mental health curriculum provision. This includes an explicit taught curriculum, implicit approaches and involvement in national events such as Children's Mental Health Week.
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. Stirling Children's Wellbeing Survey, Boxall assessments
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
    - Thought Books
    - Journal and Mentor Time
    - CLIC Group Theraplay
    - Mental Health programmes
    - Mental Health Interventions

Assessing what further support is needed

If a pupil is identified as having a mental health need, the SMHL/SENCo will take a graduated and case-by-case approach to assessing the support our unit can provide.

Our unit will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. Our Mental Health Curriculum Map details the tiered response to presenting mental health needs. The support offered at our unit includes:

- Protective Mental Health Curriculum
- Group Intervention Curriculum
- Individual Intervention Curriculum
- Intensive Specialist Intervention

Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if diagnosed with a mental health disorder/condition.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- What to do in an emergency

Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a Paediatrician
- CAMHS
- Educational Psychologist
- Our Music Psychotherapist
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services
- Community Paediatrics
- Children's Services

SUPPORTING & COLLABORATING WITH PARENTS/CARERS

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy

- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in our Mental Health Curriculum, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our unit will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

SUPPORTING PEERS

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

WHOLE UNIT APPROACH TO PROMOTING MENTAL HEALTH AWARENESS

Mental health curriculum

At The Beacon we have a Mental Health Curriculum Plan, that details the responsive provision we have to mental health needs for all our pupils.

Pupils are taught to:

- Develop healthy coping strategies
- Develop resilience
- Develop healthy and safe relationships
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our Mental Health Curriculum Plan.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

TRAINING

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are

- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

SUPPORT FOR STAFF

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme

MONITORING

This policy will be reviewed by Julie Wynne – SMHL/SENCo annually. At every review, the policy will be approved by the management committee.