
MENTAL HEALTH PROCEDURE



RÆDWALD
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MENTAL HEALTH PROCEDURE

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

1. Scope

This procedure is a guide to all staff – including support staff, volunteers and Trustees – outlining Raedwald Trust's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies, in particular the RT Safeguarding and Child Protection policies and the Supporting Pupils with Medical Conditions policy.

2. Aims

This procedure aims to:

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst all stakeholders by instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

3. Key Staff Members

This procedure aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Mental Health Leads
- Mental Health First Aiders
- Designated and Deputy Safeguarding Leads (DSL/DDSLs)
- Welfare & Safeguarding Learning & Progress staff
- SENCO

Each Raedwald Trust site has a Mental Health Lead. This group meets together regularly with the RT Mental Health Lead.

Their responsibilities include:

- To raise awareness of mental health issues with staff, students and families
- To promote positive mental health through the school curriculum in line with the published RT curriculum ensuring that all students, regardless of attendance, access important learning

in this area: e.g. through leading/supporting PSHE and discussions; promoting Mental Health Awareness National Days/events or highlighting mental health charities by organising charity events and fundraisers; assemblies etc

- To promote positive mental health within individual RT teams through maintaining mental health site noticeboard and signage (e.g. highlighting the MHFA Champion on site; sharing Mental Health England approved resources as appropriate; promoting access to the staff wellbeing service etc)
- To signpost staff, students and families to Mental Health England approved support forums and self-help pathways
- To work collaboratively with safeguarding and SEND leads to promote positive mental health on a case-by-case basis liaising with pupils, staff, family and outside agencies where necessary and under the direction of the SENCo/DSL or Head Teacher
- To be a point of reference for mental health related questions or enquiries within individual sites for mental health issues
- To keep up to date with the latest CPD/policies/government guidance pertinent to mental health
- To provide assistance in identifying someone who may be developing a mental health issue and signposting to early intervention support.
- To share resources for improving mental health with each other and Trust wide (e.g. by sharing resources in the MHFA group file on RT Staff Hub). To maintain confidentiality as outlined in the RT Staff Code of Conduct
- To reflect on mental health CPD and consider how best to put into practice
- To attend regular TEAMs meetings to share good practice and resources within the MHFA group
- To explore issues pertinent to mental health in a safe supportive space – e.g. TEAMs discussions where mental health related issues encountered during previous weeks can be discussed.

This group is designed to encourage and support positive mental health within the Trust. Members are not qualified to be counsellors or to give supervision. If staff need this, they should speak to their line manager requesting support or be signposted to 'Education Support Partnership' (tel: 08000 562 561) who have trained staff to listen and advise.

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the DSL/DDSL, then follow this up in writing on an RT Safeguarding slip on School Pod (as per RT safeguarding reporting procedures). The DSL/DDSL will then make a decision on the most appropriate action moving forward.

If there is a concern that the student is high risk or in danger of immediate harm, the school's safeguarding and child protection policy and procedures would be followed.

If the child presents as a high-risk medical emergency, appropriate and swift action will be taken, which would include involving the emergency services as necessary.

4. Individual Healthcare Plans (IHP)

When a pupil 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 an Individual Healthcare Plan should be drawn up. The development of the plan should involve the pupil, parents/carers, and other relevant professionals. Please refer to the appendix in the RT Supporting Pupils with Medical Conditions Policy.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school and specific staff

5. Teaching about Mental Health

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

[Mental health \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as empowering students to be able to support any of their friends or family who are facing challenges.

6. Signposting

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

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand;

- What help is available
- Who it is aimed at
- How to access it
- How it can support them
- What is likely to happen next

All Raedwald Trust staff have access to Mental Health First Aid training by our Trust accredited Mental Health England Trainers, where signposting safely is highlighted in the training manuals that staff takeaway, as well as discussed throughout the training.

7. Sources of Support

At school:

- Mental Health First Aiders
- DSL and DDSL's
- Welfare & Safeguarding staff
- School Nursing Team
- Opportunities for 1:1 time, with students and parents/carers where appropriate
- Drawing and Talking therapy
- Monitor wellbeing of students
- Small nurturing environment
- Time to listen
- Dyslexia screening
- Irlen screening
- CAF referrals
- MARF referrals
- SENCo intervention and support
- Promotion of positive activities
- Distraction/Intervention boxes
- WRAPs – Wellbeing Recovery Action Plans
- Referrals to mental health services
- Use of toolkits, such as anxiety
- Opportunities to use 'time out' / go to a safe space
- Safety plans
- Risk assessments

Local Support

In the Ipswich area, there are a range of organisations and groups offering support, including CAMHS, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Local agencies:

- Emotional Wellbeing Service <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 / Local wellbeing services https://www.nsft.nhs.uk/children-and-young-people?ser_search_text=mental+health&ser_search_location=47&ser_search_age=&ser_search_type=&ser_submit=&ser_page_type=list
- Kooth <https://www.kooth.com/>

- Suffolk Mind <https://www.suffolkmind.org.uk/>
- Customer First (out of hours safeguarding concerns) <https://www.suffolkuserforum.co.uk/support-directory/suffolk-county-council-customer-first/>
- Teenage Mental Health Trust - Local group offering self-referral service: <http://www.teenagementalhealth.co.uk>, all events are face to face at 31 Lower Brook Street, Ipswich IP4 1AQ
- Ipswich Area Local Organisations <https://www.ipswich.gov.uk/content/health-and-wellbeing-support>
- 4YP <https://4yp.org.uk/>

National agencies:

- NSPCC <https://www.nspcc.org.uk/>
- ChildLine <https://www.childline.org.uk/>
- Papyrus Hopeline UK <https://www.papyrus-uk.org/>
- The Source <https://www.thesourceforyou.co.uk/>
- Young Minds <https://www.youngminds.org.uk/>
- BEAT – Eating Disorders Charity <https://www.beateatingdisorders.org.uk/>
- Samaritans <https://www.samaritans.org/>
- Shout <https://giveusashout.org/>
- 111 NHS non-emergency advice
- 101 Police non-emergency line
- Anxiety UK <https://www.anxietyuk.org.uk/>
- This May Help – supporting your child through mental health <https://thismayhelp.me/>

Financial Hardship Support available to students and families

There are many ways the Raedwald Trust are able to assist families with financial hardship:

- Food Parcels - please contact your school who can arrange for a food parcel to be dropped to your home.
- Hardship Fund - one application (per household) of £50 can be made and money used to support that pupil, e.g. buying a winter coat, shoes, sanitary products, food, anything that is needed immediately.
- Rope's Trust - a locally based grant-making charity who makes grants to individuals living in Ipswich and south-east Suffolk. Referrals can be completed by the student's school with parents/carers.
- FIND - a locally based charity who are able to assist with providing furniture and other household items. Referrals can be completed by the student's school with parents/carers.
- Discretionary Grant - Supermarket vouchers for use during the school holidays, for pupils receiving Free School Meals, this funding is provided by Suffolk County Council, and RT schools liaise with the students mainstream school to ensure qualifying families receive these vouchers.

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- LWAS -Suffolk Local Welfare Assistance - Families can make applications directly to the Suffolk County Council [SCC Cost of Living](#) webpages. As well as the LWAS assistance there are links to other organisations, such as the Citizen Advice Bureau.

8. Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the DSL/DDSL, who will then make a decision on the most appropriate action moving forward.

Possible warning signs, which all staff should be aware of include;

- 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

9. Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness, those in the LGBT+ community and those living in households experiencing domestic abuse.

We work closely with the Suffolk Resilience and Wellbeing Network; MNiS – Suffolk; school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of
- social, emotional, and behavioural problems;
- Working closely with other agencies services to follow various protocols including assessment and
- referral;

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- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Healthcare Plan as the first stage of a 'stepped care' approach;
 - Providing a range of interventions that have been proven to be effective, according to the child's needs;
 - Ensure young people have access to wellbeing and safeguarding support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
 - Provide young people 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 young people with opportunities to build relationships, particularly those
 - who may find it difficult to seek support when they need it; and
 - The identification, assessment, and support of young carers under the statutory duties
 - outlined in the Children & Families Act 2014.

10. Managing Disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgmental.

All disclosures will be shared verbally with the DSL/DDSL, then followed up in writing via completion of an RT Safeguarding slip, promptly. 'Mental Health' is a category on RT Safeguarding slips and this should be ticked for all mental health concerns. Staff should refer to their site based Safeguarding and Child Protection policy for further information.

11. Confidentiality

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

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

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as if students 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 student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents/carers should be informed (where appropriate), but students may choose to tell their parents/carers themselves, so where possible and appropriate, support is given to the student to undertake this.

If a pupil gives us reason to believe that they are at risk of harm from their parents/carers/siblings, it may be deemed by the DSL/DDSL that parents/carers should not be informed. Concerns of this nature would be acted on immediately, following the relevant Raedwald Trust Safeguarding and Child Protection policy. which could involve being reported straight away to Customer First

12. Whole School Approach

12.1 Working with parents/carers

If it is deemed appropriate to inform parents/carers about concerns over their child's mental health and wellbeing, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents/carers are uncomfortable in school premises so consideration may be given to a neutral venue, if appropriate.
- Who should be present – students, staff, parents/carers etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent/carer, hearing about their child's mental health issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances, using information from the links above, the resources section in the Youth Mental Health England training manuals or from the Mental Health RT bank of resources on RT Staff Hub.

At the end of the meeting, lines of communication should be kept open should the parents/carers have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the student's record and an Individual Healthcare Plan created if appropriate.

Using a Wellbeing Recovery Action Plan is a useful way of scaffolding meetings, setting targets and monitoring progress.

Some examples can be found here: <https://www.combined.nhs.uk/person-centredness-framework/wellness-recovery-action-plans-wrap%E2%80%8B/>

Self-harm or safety plan:

<https://www.minded.org.uk/Component/Details/586395>

Access to Toolkits on the MNiS Suffolk website e.g. for pupils with anxiety will also provide useful support in writing the IHPs.

<https://www.raedwaldtrust.com/mnis-3/mnis-toolkits-resources/>

12.2 Supporting Parents

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/carers to promote emotional health and wellbeing by:

- Ensuring all parents/carers 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/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; and
- 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 student is experiencing 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 student who is suffering and their parents/carers with whom we will discuss:

- 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 safeguarding and child protection training to enable them to keep students safe.

All Raedwald Trust staff have access to Mental Health First Aid training delivered by our Trust accredited Mental Health England Trainers. Staff are trained on a rolling programme every three years on the Two Day On-line Mental Health England First Aider course; the Two Day Face to Face Mental Health England First Aider course and the One Day Youth Mental Health Champion Course.

Training opportunities for staff who require more in-depth knowledge e.g. Hospital School staff, Medical Needs pathway 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 students.

Where the need to do so becomes evident, we will deliver CPD training sessions for all staff to promote learning or understanding about specific issues related to mental health e.g. Self-Harm Suggestions for individual, group or whole school CPD should be discussed with Laura Leeder (Trust PA), Fe Dunachie (RT Safeguarding and Compliance Lead) and/or Kate Kingsford-Bere (Mental Health Lead) who can also highlight sources of relevant training and support for individuals as needed.