

St Nicholas Catholic High School

Student Positive Wellbeing and Mental Health Policy

Read in conjunction with Safeguarding Policy, Self-Harm Policy, Attendance Policy and Supporting Students with Medical Needs policy.

Version Control

Current version	Previous version	Summary of changes made
2- March 2023	March 2022	No changes made to Policy
1	March 2022	New Policy (Non Statutory)

Policy Impact Statement	
This Policy has been implemented:	
Fully	
Partially	
Occasionally	
Not at all (give reasons why)	
Adapted From:	
CWAC	
CES	
Other: The Key	✓

1. Overview

1.1 At St Nicholas Catholic High School, we are committed to promoting positive emotional wellbeing and mental health to the whole school community, which includes students, their families, and members of staff. We pursue this aim using both whole school approaches and specialised, targeted interventions for individuals.

“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 Organisation 2013)

Our open culture allows students’, staff, parents’ and carers voices to be heard, and through the use of our policies and procedures we ensure a safe and supportive environment for all affected (both directly and indirectly) by mental ill health.

1.2 This policy is a guide to all staff (and governors) and outlines St Nicholas approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

1.3 Positive Emotional Wellbeing and Mental Health relates to a person’s psychological functioning, life satisfaction and ability to develop and maintain mutually benefiting relationships. Emotional wellbeing includes the ability to maintain a healthy sense of autonomy, self-acceptance, resilience, personal growth, self-esteem and purpose in life. Staying mentally healthy is more than treating or preventing mental ill health.

2. Policy Aims

2.1 To promote positive emotional wellbeing and mental health in the whole school community.

2.2 To increase understanding and awareness of common mental ill health.

2.3 To enable staff to identify and respond to early warning signs of mental ill health in students.

2.4 To enable staff to understand how and when to access support when working with young people with mental ill health.

2.5 To provide the right support to students with mental ill health, and know where to signpost them and their parents/carers for specific support.

2.6 To embed a culture whereby all staff and students are aware of the signs/symptoms of poor emotional wellbeing and mental ill health and know whom to share this information with.

3. Lead Members of Staff

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

- (Headteacher)
- (Designated Safeguarding Lead)
- (Deputy Safeguarding Leads)
- (PSHE/RSHE Lead)
- (Designated Senior Mental Health Lead)
- (SENDCO)
- (Wellbeing Ambassador- Link Teacher)
- (Learning Mentor Team)

3.2 Any member of staff who is concerned about the mental ill health or wellbeing of a student should refer to the relevant flow chart, which shows how staff can help students (See Appendix 1a)

3.3 If there is a concern that a student is in danger of immediate harm, then the normal child protection procedures should be followed. (See Safeguarding Policy).

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

4. Teaching about Mental Health for Students

4.1 The skills, knowledge and understanding that our students need to keep themselves, and others, health (both physically and mentally) and safe are included as part of our Pastoral Curriculum and statutory PSHE and RSHE Curriculum. The specific content of the Pastoral Curriculum will be constantly reviewed to suit the specific needs of the cohort we are teaching. There will always be an emphasis on enabling students to develop the skills, knowledge, language and confidence to seek help, as needed, for themselves and others. Gospel Values and Catholic teaching will be continually woven into teaching delivery.

4.2 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/mental-health-guidance>

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.

4.3 Additionally, each year ad hoc form time presentations, assemblies, events will take place to promote the emotional wellbeing and mental health support in St Nicholas and/or responding to local and national need. During this time the school will highlight the importance of maintaining good

emotional wellbeing and mental health. These events will all be designed to inform, educate and reduce the stigma surrounding emotional wellbeing and mental health.

4.4 Student, staff and parent feedback, as well as local and national evidence based research will be used regularly to feed into all teaching of mental health and wellbeing.

5. Warning Signs

5.1 Staff may become aware of warning signs in students which indicate poor emotional wellbeing or mental ill health. These warning signs should always be taken seriously and staff observing any of these warning signs should ensure the correct process is followed (see Appendix 1a). Please note if there is any concern that a student may be at risk of immediate serious harm please refer to the Safeguarding and Child Protection Policy.

Possible warning signs, 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 or 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
- Truancy from PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause

The list of examples are not exhaustive, please also refer to Emotional Wellbeing and Mental Health: Risk and Protective factors (see Appendix 2)

5.2 When assessing, the following will be considered:

- The duration of the changes
- The severity
- The impact
- The complexity
- The context

6. Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available on- and off-site, and how they can access these services (See Appendix 1,3 and school website).

Within the school (noticeboards common areas, toilets etc.) and through our communication channels, we will 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
- Why should they access it
- What is likely to happen next

7. Sources of support at school and in the local community

7.1 Internal Support

Form Tutors/Year Leaders

In the first instance, students will be encouraged to talk to their Form Tutor or Year Leader. It is hoped that it will be less daunting for students to talk to a member of staff with whom they have a relationship. Form Tutors/Year Leaders will be able to deal with most pastoral issues but if not further support is available as per below.

Learning Mentors

There is a drop in sessions available to all students every break and lunchtime with our Learning Mentor team in the Learning Mentor hub. The team also work with students on a 1-2-1 basis and referrals for this can be made through the Year Leader or SEN team. This team also refer to outside agencies if specific therapeutic work is required. The team work closely with students whose attendance is affected due to mental ill health and use a range of tool kits and bespoke packages and interventions to support the student.

SEN Team

This department offers a comprehensive service for all students who, for whatever reason, need extra support. The support given to each student is tailored to suit their needs. The reason for this extra support maybe social, emotional, physical, behavioural, or special educational needs (diagnosed or otherwise).

This department also refer to outside agencies if any SEN diagnosis is required and/or extra time is needed.

Wellbeing Ambassadors

Wellbeing Ambassadors are students who have volunteered to support others' emotional wellbeing and mental health. They can be identified by their white 'Wellbeing Ambassador badge'. They are supported by their link teacher and organise Wellbeing Wednesday's in E6 for students wishing to access support.

First Aid

Any student requiring first aid must first alert a member of staff who will arrange for a first aider to assist them. Usual first aid procedures will be followed.

7.2 Local/National Support

See Appendix 3

8. Targeted Support

8.1 St Nicholas Catholic High School will aim to evaluate each students' wellbeing every year by asking them to complete a Wellbeing questionnaire (See Appendix 4). Parents will be given the opportunity to opt out if they do not wish their child's wellbeing to be assessed. The data obtained will enable appropriate interventions to be offered to individuals and will provide an overall picture of emotional wellbeing in the school. Results will also feed into emotional wellbeing and mental health initiatives and plans.

8.2 We recognise some children and young people are at greater risk of experiencing poorer emotional wellbeing and mental ill health. For example, those who have special needs, are looked after, young carers, previously accessed CAMHS, live with parents/carers who have a mental illness, misuse substances or have experienced or experiencing trauma. For more information please see the Emotional Wellbeing and Mental Health Risk and Protective Factors (Appendix 2).

8.3 Identified key staff (see Section 3.1) work across the school to support the emotional wellbeing and mental health of all students and are equipped to work at community, family and individual levels via appropriate signposting. Their skills cover identifying issues, determining potential risks and providing early intervention to prevent issues escalating.

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

- Using the Pyramid of Need and school data to identify students at risk and/or already showing signs of mental ill health and monitoring risk and interventions through the Mental Health Register which is updated termly and reviewed regularly through Pastoral Meetings.
- Working closely with local services as relevant and necessary, CAMHS, GPs and other agencies to follow various protocols including assessment and referral;
- Identifying and assessing students who are showing early signs of anxiety, emotional distress, or behavioural problems (through annual wellbeing assessments) and providing specific help for those students;
- Discussing options for tackling identified problems with the student and their parents/carers, as relevant;
- Providing a range of interventions that have been proven to be effective according to the student's need.

- Ensuring students have access to pastoral care and support, as well as specialist services so that emotional, social and behavioural problems can be dealt with as soon as possible;
- Providing students with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.

8.5 Health Care Plans and Risk Assessments

It is helpful to draw up either an individual health care plan or risk assessments for students causing concern or who receive a diagnosis pertaining to their mental health. The plan should always involve the student, the parents, pastoral teams, Senior Leadership Team and relevant health professionals where possible, this can include:

- Details of a student's condition
- Special requirements and precautions
- Level of risk to self or others
- Medication and any side effects
- What to do and who to contact in an emergency
- Preventative measures

9. Supporting Parents/Carers

9.1 Working with parents/carers

When involving parents/carers we will consider:

- Can we meet with the parents/carers face to face?
- Where should the meeting take place?
- Who should be present- students, staff, parents/carers, health professionals etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent/carer, hearing about their child's issues can be upsetting and distressing. The school will therefore respond in a trauma sensitive way.

Signposting parents/carers to other sources of information and support can be helpful in these instances (see Appendices 1d,2 & 3 and school website). At the end of the meeting lines of communication should be kept open so that parents/carers can ask any further questions and progress can be reviewed.

Ensure a record of the meeting and points discussed/agreed are added to CPOMS.

9.2 Supporting parents/carers

We recognise that family plays a key role in influencing children and young people's emotional wellbeing and mental health; 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 emotional wellbeing and mental health information (e.g. school website, school newsletter)

- Highlighting sources of information and support about common mental health issues through our communication channels, (See Appendix 3)

10. Supporting Peers

When someone experiences mental ill health, it can be a difficult time for those around them who may want to support but do not know how. We will consider on a individual basis if additional support from friends is needed. The student who is suffering will need to give consent for friends to know about their issues, and if this is given, more information and advice will be provided to the friends:

As a guide, the following might be discussed:

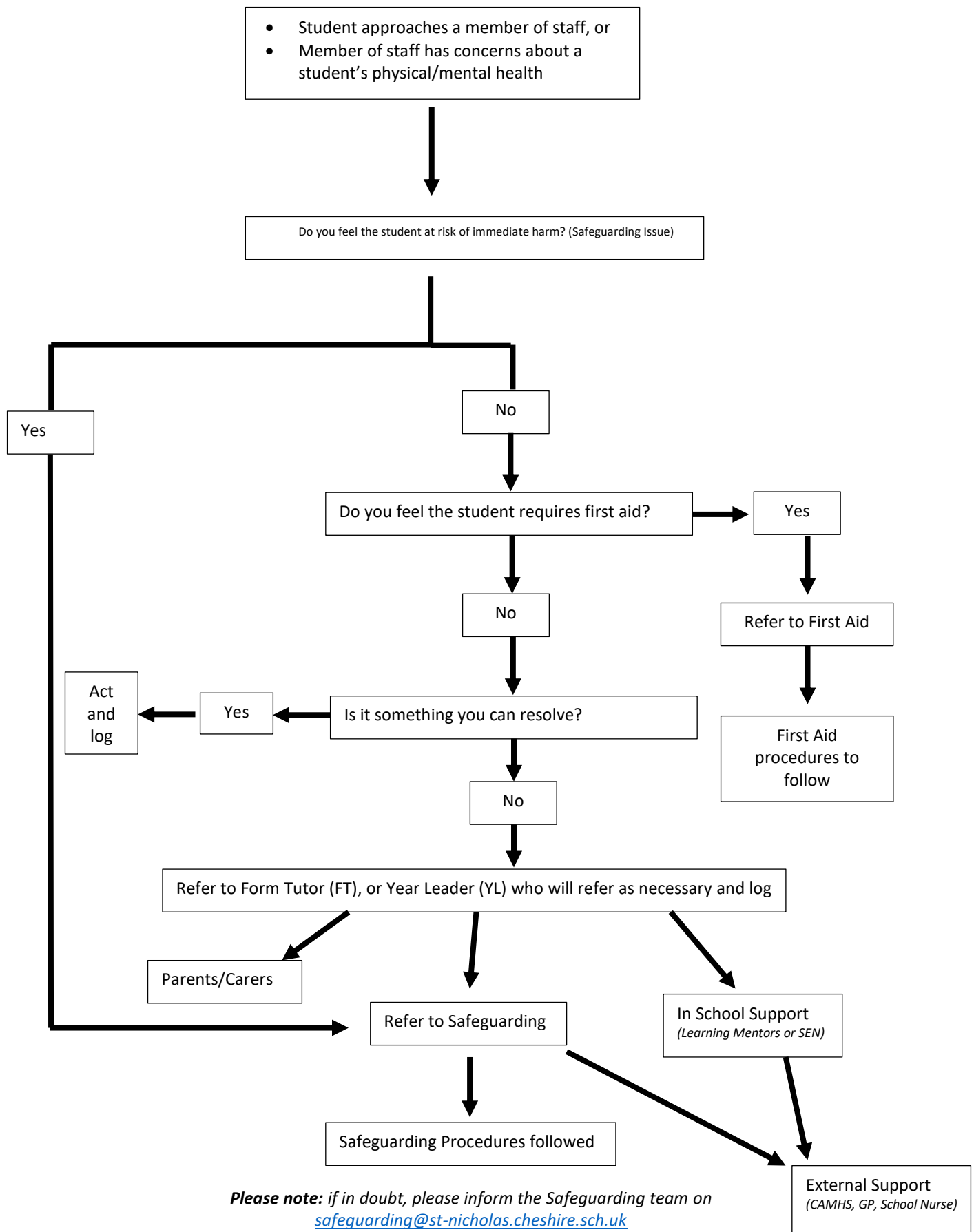
- What is helpful for the friends to know what they should not be told.
- How they can best support
- Things they should avoid doing/saying which may inadvertently cause upset
- Warning signs that they need help

Reviewed by SW&P Committee:	9 March 2023
Reviewed by FGB:	29 March 2023
Reviewed of policy due by:	March 2024

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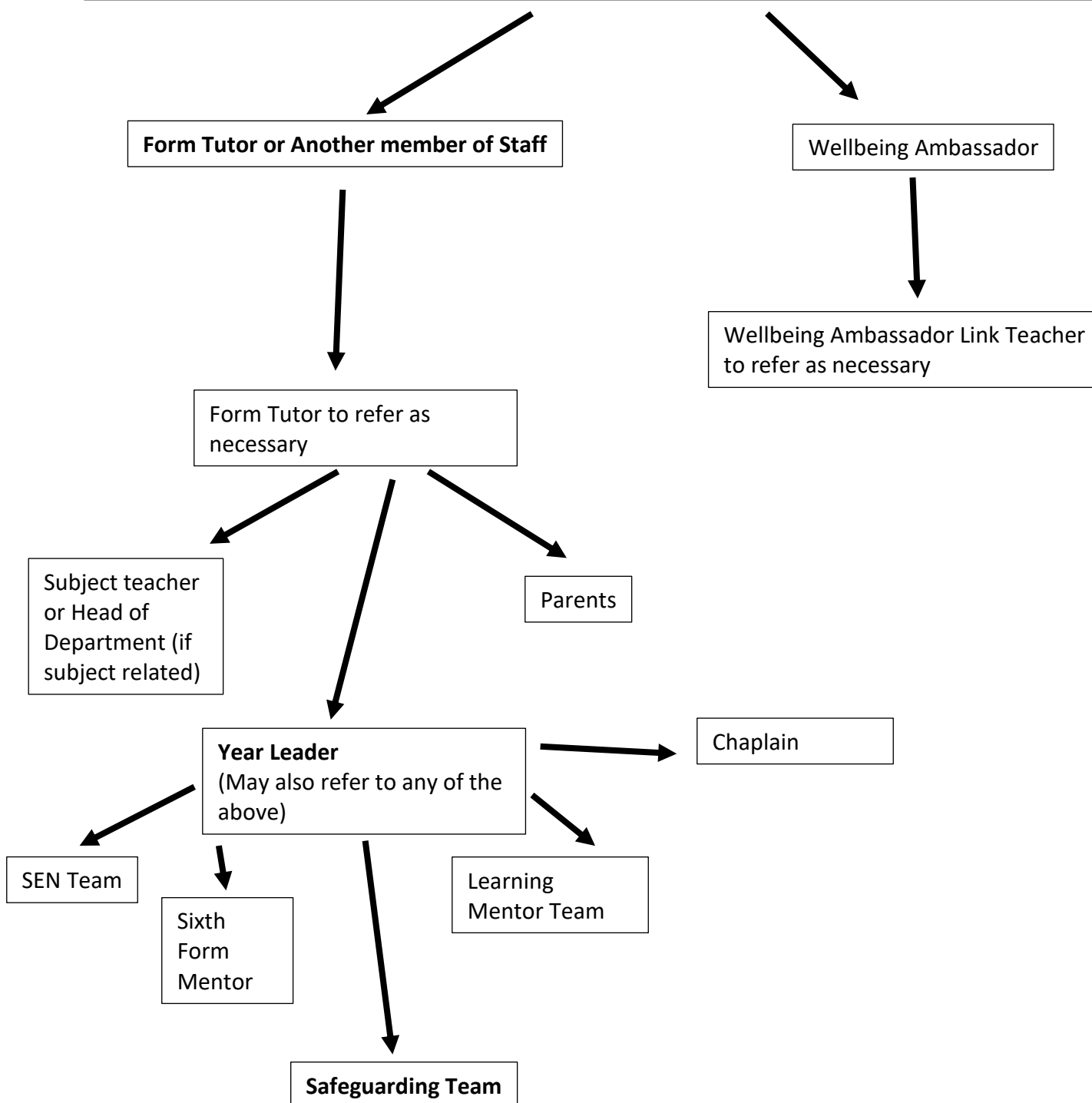
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Appendix 1a: Flow chart to show how staff help students



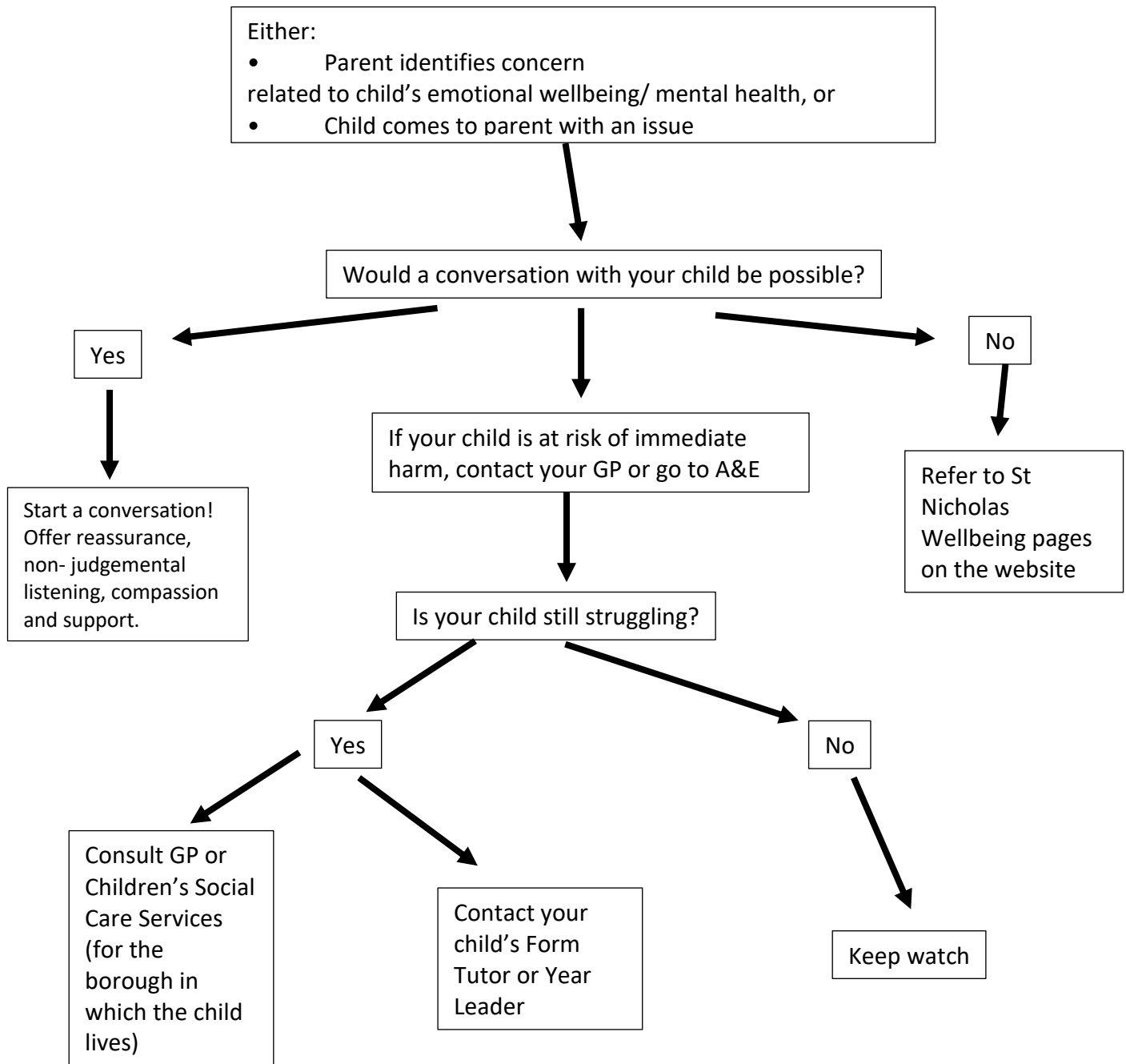
Appendix 1b. Flow chart to show how students get support

If a student has a concern/problem they wish to discuss, they can refer to the following people in school



NB – Students should discuss concerns with their form tutor in the first instance, however if they do not feel comfortable with this they can speak to any of the adults on the flow chart above, or one of the student Wellbeing Ambassadors. Every adult at St Nicholas is here to support students with concerns.

Appendix 1c. Flow chart to show how parents/carers help students.



Please note: In order for St Nicholas to fully support your child's education, we are keen to be informed about any wellbeing support provided to them outside of school.

Appendix 2. Emotional Wellbeing and Mental Health: Risk and Protective Factors

Risk Factors	Domains	Protective Factors
<ul style="list-style-type: none"> • Individual educational needs • Long term physical illness • Early puberty • Being bullied • Any abuse or trauma • Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration • Low self-esteem, perceived incompetence • Anxiety or low mood • Insecure attachment • Poor social skills: communication and problem- solving skills • Extreme need for approval and social support • Shyness • Emotional problems • Rebelliousness • Substance misuse • Antisocial behaviour • Head injury • Confused about gender or sexuality 	Individual	<ul style="list-style-type: none"> • Positive physical development • Academic achievement/intellectual development • High self-esteem • Emotional self-regulation • Good coping skills and problem- solving skills • Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture
<ul style="list-style-type: none"> • Parental depression • Parent-child conflict • Poor parenting • Any trauma • Exposure to domestic violence • Negative family environment • Any abuse or neglect • Single-parent family • Divorce/separation • Marital conflict • Family conflict 	Family	<ul style="list-style-type: none"> • Family provides structure, limits, rules, monitoring, and predictability • Supportive relationships with family members • Clear expectations for behaviour and values

<ul style="list-style-type: none"> • Parent(s) with anxiety • Parental drug/alcohol use • Parental unemployment • Substance misuse among parents • Lack of adult supervision • Poor attachment with parents • Family dysfunction • Family member with any mental health issues • Death/long-term illness of family member • Immigration difficulties • Arriving here from a war zone • Acting as a carer for a relative 		
<ul style="list-style-type: none"> • Peer rejection • Stressful events • Poor academic achievement • Poverty • Community-level stressful or traumatic events • School-level stressful or traumatic events • Community violence • School violence • Poverty • Traumatic event • School failure • Low commitment to school • Aggression toward peers • Associating with drug-using peers • Societal/community norms favour alcohol and drug use • Urban setting • Poverty • Associating with deviant peers • Loss of close relationship or friends 	<p>School, Neighbourhood, and Community</p>	<ul style="list-style-type: none"> • Presence of mentors and support for development of skills and interests • Opportunities for engagement within school and community • Positive norms • Clear expectations for behaviour • Physical and psychological safety

Appendix 3. List of external emotional wellbeing and mental health support.

Kooth

Free, safe and anonymous online support for young people. www.kooth.com

The Mix (Support for under-25's) www.themix.org.uk

Helpline: 0808 808 4994

Crisis text line: Text THE MIX to 85258

Headscape

Information and feelings check-in website, designed for young people, by young people. Bexley: www.headscapebexley.co.uk

Greenwich: www.headscapegreenwich.co.uk

Charlie Waller Memorial Trust

Encouraging the importance of people understanding and being able to talk openly about depression. Helping young people know how to maintain wellbeing, and where the most appropriate treatment is available to everyone who needs it. Resources and information.

www.cwmt.org.uk

PAPYRUS (Prevention of young suicide) www.papyrus-uk.org

Text advice: 07786 209697

HOPELineUK: 0800 068 4141

Email advice: pat@papyrus-uk.org

Students Against Depression

www.studentsagainstdepression.org

Self-help Resources Guide: <https://www.studentsagainstdepression.org/self-help/>

Childline

A free, confidential 24-hour telephone counselling service for any child and young person up till their 19th birthday. Online Message Boards, Toolbox and 1-2-1 counsellor chat.

www.childline.org.uk Call: 0800 1111

No Panic

Youth helpline, resources and self-help support for anxiety disorders. A six-week youth mentoring scheme over the phone is available.

www.nopanic.org.uk

Youth Helpline: 0330 606 1174 (13 to 20 year olds) Email support: info@nopanic.org.uk

Young Minds

Provides advice for children, young people and parents around mental health to improve emotional wellbeing.

www.youngminds.org.uk

Email: ymentquiries@youngminds.org.uk Urgent help: Text YM to 85258

STEM4

Stemming teenage mental illness, supporting teenage mental health.

Free app for anxiety: Clear Fear www.stem4.org.uk/

Bullying UK (Family Lives)

Supports children and parents which have had to deal with bullying. Confidential helplines and parenting advice videos, forums and parenting courses.

www.familylives.org.uk www.bullying.co.uk Helpline: 0808 800 2222

Email: askus@familylives.org.uk

Kidscape

Help with bullying: helping families and children feel less alone, more hopeful and stronger.

Parent advice line: 020 7823 5430

Email: info@kidscape.org.uk

Royal College of Psychiatrists

Information, suggested reading and websites in the young people's section.

www.rcpsych.ac.uk/mental-health/parents-and-young-people

HeadMeds

From Young Minds – to assist young people in making choices about medicines.

www.headmeds.org.uk

The Student Room

The UK's largest, online student community, with online study/revision help and forums for GCSE, A- level and university. There is information on exam results, clearing, applying to university and advice on relationships, health and mental health.

www.thestudentroom.co.uk

Youth Access

Working with the Youth Information, Advice and Counselling Services (YIACS) model, Youth Access provides free, high quality advice and counselling to young people aged 11-25 on a range of issues. Includes a 'Find your local service' section on the website.

www.youthaccess.org.uk

Apps (from <https://www.nhs.uk/apps-library/> accessed 13/10/2020)

- **Beat Panic** – Overcome panic attacks and anxiety wherever you happen to be – Cost £0.99
- **Big White Wall** – Get round the clock support from therapists to help cope with stress and anxiety – Cost Free

- **Blue Ice** – This app helps young people manage their emotions and reduce urges to self-harm - Cost Free
- **Catch It** – Learn to manage negative thoughts and look at problems differently
- **Calm Harm** – Reduces urges to self-harm and manage emotions in a more positive way
- **Chill Panda** – Use breathing techniques to help you relax more, worry less and feel better – Cost Free
- **distrACT** – quick and discreet access to information and advice about self-harm and suicidal thoughts – Cost Free
- **eQuoo: Emotional Fitness Game** – Use adventure games designed by psychologists to help you increase your emotional fitness – Cost Free (with in-app purchases)
- **Feeling Good: positive mind set** – Use audio tracks to help relax your body and mind and build your confidence–CostFree(within-appurchases)
- **My Possible Self: The Mental Health App** – Learn how to manage fear, anxiety and stress and tackle unhelpful thinking – Cost Free (with in-app purchases)
- **SilverCloud** – An eight-week course to help you manage stress, anxiety and depression at your own pace - – Cost Free
- **Sleepio** – An online sleep improvement programme, clinically proven to help you fall asleep faster – Cost Free in some areas
- **Sleepstation** – Connect with a team of sleep experts to help you fall asleep or stay asleep through the night – Cost Free with GP referral
- **Thrive** – Use games to track your mood and teach yourself methods to control stress and anxiety – Cost Free
- **WorryTree** – Notice, record and manage your worries using cognitive behavioural therapy techniques.

Appendix 4. Student Wellbeing Questionnaire

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5