



# St. Gregory's Catholic High School

## Social, Emotional and Mental Health (SEMH) Policy

### Monitoring

The implementation of the policy will be monitored by the Deputy Headteacher (Pastoral)

### Evaluation

The policy was reviewed by the Deputy Headteacher (Pastoral) and SLT on 20<sup>th</sup> June 2024 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### Policy Review Dates:

**Date last approved by Full Governing Board:** 12<sup>th</sup> July 2023

**Date submitted to governor committee:** 26<sup>th</sup> June 2024

**Date submitted to Full Governing Board:** 11<sup>th</sup> July 2024

**Review Frequency:** Annual

**Start date for policy review:** March 2025

# Contents

Mission Statement and Introduction	1
Legal framework	2
Common SEMH difficulties	3
Creating a supportive whole-school culture	5
Staff training	6
Identifying signs of SEMH difficulties	6
Adverse childhood experiences (ACEs) and other events that impact pupils' SEMH	9
Behaviour and exclusions	9
Risk factors and protective factors	10
Suicide concern intervention and support	14
Working with other schools	15
Commissioning local services	16
Working with parents	16
Administering medication	16
Roles and Responsibility	17
Appendix A: Warrington Schools 'Future in Mind' Project	21
Appendix B: Sources of support at school and in the local community	22
Appendix C: Local Support	23

## **Intent**

St Gregory's Catholic High School fully recognises its duty in providing and ensuring a high quality of education to all of its pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything it can to meet their needs at our school.

Through the successful implementation of this policy, we aim to:

- Promote a positive outlook regarding pupils with SEMH difficulties.
- Eliminate prejudice towards pupils with SEMH difficulties.
- Promote equal opportunities for pupils with SEMH difficulties.
- Ensure all pupils with SEMH difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties escalating into physical harm.
- Provide support for parents and carers of pupils suffering mental ill health.

We will work with the LA with regards to the following:

- The involvement of pupils and their parents in decision-making
- The early identification of pupils' needs
- Collaboration between education, health and social care services to provide support when required
- Greater choice and control for pupils and their parents over their support

This policy was produced through consultation with pupils, staff, senior leaders, parent/carers and Governors. The school is part of the Futures in Mind project (Appendix A. Future in Mind Pledge)

## **Introduction**

Here at St Gregory's, we believe in supporting our whole school community to realise their full potential, be the best they can and be able to cope with the stresses of life. To do this we work together under our Mental Health Mission Statement, which is:

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

Our vision is for wellbeing and good mental health to become a strategic priority, embedded into the culture and ethos of school. We aim to promote positive mental health for every member of our staff and all pupils and to increase awareness of the importance of promoting and improving emotional wellbeing and how this connects to learning.

We pursue this aim using both whole school approaches and more specialised, targeted approaches aimed at vulnerable pupils along with equipping school staff, young people and parents with the skills and knowledge to prioritise and address wellbeing and mental health.

By developing and implementing practical, relevant and effective mental health and wellbeing policies, procedures and support, we can promote a safe and stable environment for pupils affected both directly and indirectly by mental health and wellbeing struggles.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children's Act 2004

This policy has been created with regard to the following DfE guidance:

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'
- DfE (2020) Working together to safeguard children
- DfE (2024) 'Keeping children safe in education'
- PSHE Association (2015) 'Preparing to teach about Mental health and Emotional wellbeing'

This policy also has due regard to the school's policies including, but not limited to, the following:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour for Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Staff Code of Conduct
- CSE Policy
- Exclusion Policy
- Anti-bullying/Hate Crime Policy
- Drugs Education Policy
- E safety Policy
- Self-injury Policy

## Common SEMH difficulties

**Anxiety:** Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a pupil's ability to develop, learn and sustain and maintain friendships. Specialists reference the following diagnostic categories:

- **Generalised anxiety disorder:** This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- **Panic disorder:** This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.

- **Obsessive-compulsive disorder (OCD):** This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).
- **Specific phobias:** This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. school phobia).
- **Separation anxiety disorder:** This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a pupil's age.
- **Social phobia:** This is an intense fear of social or performance situations.
- **Agoraphobia:** This refers to a fear of being in situations where escape might be difficult or help would be unavailable if things go wrong.

**Depression:** Depression refers to feeling excessively low or sad. Depression can significantly affect a pupil's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:

- **Major depressive disorder (MDD):** A pupil with MDD will show several depressive symptoms to the extent that they impair work, social or personal functioning.
- **Dysthymic disorder:** This is less severe than MDD and characterised by a pupil experiencing a daily depressed mood for at least two years.

**Hyperkinetic disorders:** Hyperkinetic disorders refer to a pupil who is excessively easily distracted, impulsive or inattentive. If a pupil is diagnosed with a hyperkinetic disorder, it will be one of the following:

- **Attention deficit hyperactivity disorder (ADHD):** This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some children show the signs of all three characteristics, which is called 'combined type ADHD', other children diagnosed show signs of only inattention, hyperactivity or impulsiveness.
- **Hyperkinetic disorder:** This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the age of seven, and must be evident in two or more settings, e.g. at school and home.

**Attachment disorders:** Attachment disorders refer to the excessive distress experienced when a child is separated from a special person in their life, like a parent. Pupils suffering from attachment disorders can struggle to make secure attachments with peers. Researchers generally agree that there are four main factors that influence attachment disorders, these are:

- Opportunity to establish a close relationship with a primary care giver.

- The quality of caregiving.
- The child's characteristics.
- Family context.

**Eating disorders:** Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.

**Substance misuse:** Substance misuse is the use of harmful substances, e.g. drugs and alcohol.

**Deliberate self-harm:** Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.

**Post-traumatic stress:** Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

## Creating a supportive whole-school culture

Senior leaders will clearly communicate their vision for good mental health and wellbeing with the whole school community.

The school utilises various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:

- Teaching about mental health and wellbeing through curriculum subjects such as:
- PSHE
- Themed lesson starters during awareness days
- Counselling
- Mentoring
- Mental Health & Well Being Ambassador Programme
- Positive classroom management
- Developing pupils' social skills
- Working with parents
- Targeted parental workshops
- Peer support
- Themed Collective Worship
- Positive Footprint Ambassadors
- Signposting Agencies
- Newsletter to parents
- Zumos
- The school website
- Signposting and referring to external agencies
- Safety plans for pupils where appropriate

The school takes measures to prevent and tackle bullying. It takes an individualised, graduated response when behaviour may be the result of mental health needs or other vulnerabilities.

The school ensures that there are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns.

Pupils know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing. (Appendix B)

## **Staff training**

The school ensures that all teachers have a clear understanding of the needs of all pupils, including those with SEMH needs.

The school promotes CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem.

Clear processes are in place to help staff who identify SEMH problems in pupils escalate issues through clear referral and accountability systems.

Staff receive training to ensure they:

- Understand what to do if they have concerns about a pupil demonstrating suicidal behaviour.
- Know what support is available for pupils and how to refer pupils to such support where needed.
- Governor Awareness – a report is submitted to each Governors' Community Committee to highlight activities and offer an invitation to school training opportunities.

## **Identifying signs of SEMH difficulties**

The school is committed to identifying pupils with SEMH difficulties at the earliest stage possible.

Staff are trained to know how to identify possible mental health problems and understand what to do if they spot signs of emerging difficulties.

When the school suspects that a pupil is experiencing mental health difficulties, the following graduated response is employed:

- An assessment is undertaken to establish a clear analysis of the pupil's needs
- A plan is set out to determine how the pupil will be supported
- Action is taken to provide that support

- Regular reviews are undertaken to assess the effectiveness of the provision, and changes are made as necessary
- Liaise with parents and outside agencies

Trained staff will carry out an initial assessment, create an overview of the pupil's mental health and make a judgement about whether the pupil is likely to be suffering from any SEMH difficulties.

Staff members understand that persistent mental health difficulties can lead to a pupil developing SEND. If this occurs, the school ensures that correct provisions are implemented to provide the best learning conditions for the pupil, such as providing school counselling. Both the pupil and their parents are involved in any decision-making concerning what support the pupil needs.

Where appropriate, parents/ carers are asked to give consent to their child to be referred to access additional support from outside agencies.

School ensures that it is made aware of any support programmes outside agencies are offering to pupils who are diagnosed with SEMH difficulties, especially when these may impact on the pupil's behaviour and attainment at school.

Designated staff members discuss concerns regarding SEMH difficulties with the parents of pupils who have SEMH difficulties.

Staff members take any concerns expressed by parents, other pupils, colleagues and the pupil in question seriously.

The assessment, intervention and support processes available from the LA are in line with the local offer.

All assessments are in line with the provisions outlined in the school's SEND Policy.

Staff members are aware of factors that put pupils at risk of SEMH difficulties, such as low self-esteem, physical illnesses, academic difficulties and family problems.

Staff members are aware that risks are cumulative and that exposure to multiple risk factors can increase the risk of SEMH difficulties.

Staff members promote resilience to help encourage positive SEMH.

Staff members understand that familial loss or separation, significant changes in a pupil's life or traumatic events are likely to cause SEMH difficulties.

Staff members understand what indicators they should be aware of that may point to SEMH difficulties, such as behavioural problems, pupils distancing themselves from other pupils or changes in attitude.

Staff members understand that where SEMH difficulties may lead to a pupil developing SEND, it could result in a pupil requiring an EHC plan.

Poor behaviour is managed in line with the school's Behavioural Policy.



Staff members will observe, identify and monitor the behaviour of pupils potentially displaying signs of SEMH difficulties; however, only medical professionals will make a diagnosis of a mental health condition.

An effective pastoral system is in place so that every pupil is well known by at least one member of staff, for example, a form tutor, who can spot where disruptive or unusual behaviour may need investigating and addressing.

Staff members are mindful that some groups of pupils are more vulnerable to mental health difficulties than others; these include CLA, pupils with SEND and pupils from disadvantaged backgrounds.

Staff members are aware of the signs that may indicate if a pupil is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space
- Self-harm

## **Adverse childhood experiences (ACEs) and other events that impact pupils' SEMH**

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems.

Support may come from the school's existing support systems or via specialist staff and support services.

ACE indicators are used by the Safeguarding Team when categorising a child on the Think Twice list. Critical / High / Low, which is communicated to all staff and informs seating and learning plans.

## **Behaviour and exclusions**

When exclusion is a possibility, the school considers contributing factors, which could include mental health difficulties.

Where there are concerns over behaviour, the school carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, speech and language difficulties, child protection concerns or mental health problems.

Where underlying factors are likely to have contributed to the pupil's behaviour, the school considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue an exclusion. If a pupil has SEND or is a looked-after child, permanent exclusion will only be used as a last resort.

In all cases, the school balances the interests of the pupil against the mental and physical health of the whole school community.

## Risk factors and protective factors

There are a number of risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties, these are known as risk factors. There are also factors associated with a decreased likelihood of SEMH difficulties, these are known as protective factors.

The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

	Risk factors	Protective factors
In the pupil	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills and sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the pupil's family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationships or the absence of severe discord</li> </ul>

	<ul style="list-style-type: none"> <li>• Death and loss – including loss of friendship</li> </ul>	
In school	<ul style="list-style-type: none"> <li>• Bullying including online (cyber bullying)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer-on-peer abuse</li> <li>• Poor pupil-to-teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• ‘Open door’ policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil-to-teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and child protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in, and are part of, effective multi-agency working</li> <li>• Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively</li> </ul>
In the community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## **Stress and mental health**

The school recognises that short-term stress and worry is a normal part of life and that most pupils will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

## **SEMH intervention and support**

The curriculum for PHSE focuses on promoting pupils' resilience, confidence and ability to learn.

Positive classroom management and working in small groups is utilised to promote positive behaviour, social development and high self-esteem.

School-based mentoring and counselling is offered to pupils who require it.

Relevant external services are utilised where appropriate.

The school develops and maintains pupils' social skills, for example, through one-to-one social skills training.

Where appropriate, parents have a direct involvement in any intervention regarding their child.

Where appropriate, the school supports parents in the management and development of their child.

Peer mentoring is used to encourage and support pupils.

Mentors act as confidants, with the aim of easing the worries of their mentees.

Mentors are always older, competent and confident pupils.

The mentee reports to their mentor about social anxieties, academic concerns, future aspirations and anything else that is appropriate.

The meetings are informal, and the mentor reports any significant concerns they may have to the Children's Well-being Counsellor and Life Skills Co-ordinator.

Mentees are expected to meet with their mentor at least once a month.

When in-school intervention is not appropriate, referrals and commissioning support will take the place of in-school interventions. The school will continue to support the pupil as much as possible throughout the process.

Serious cases of SEMH difficulties are referred to CAMHS.

To ensure referring pupils to CAMHS is effective, staff follow the process below:

- Use a clear, approved process for identifying pupils in need of further support
- Document evidence of their SEMH difficulties
- Encourage the pupil and their parents to speak to the pupil's GP

- Work with local specialist CAMHS to make the referral process as quick and efficient as possible
- Understand the criteria that are used by specialist CAMHS in determining whether a pupil needs their services
- Have a close working relationship with the local CAMHS specialist
- Consult CAMHS about the most effective things the school can do to support pupils whose needs aren't so severe that they require specialist CAMHS
- Request parental consent and their views
- Listen to the pupil's views

The school commissions individual health and support services directly for pupils who require additional help.

The services commissioned are suitably accredited and are able to demonstrate that they will improve outcomes for pupils.

The school implements the following approach to interventions:

- School-based counselling will often take the form of talking therapy, drawing on creative approaches where appropriate and necessary.
- Parents are directly involved in the intervention, where possible.
- For severe cases, a range of tailored and multi-component interventions are established and used.

Through the curriculum, pupils are taught how to:

- Build self-esteem and a positive self-image.
- Foster the ability to self-reflect and problem-solve.
- Protect against self-criticism and social perfectionism.
- Foster self-reliance and the ability to act and think independently.
- Create opportunities for positive interaction with others.
- Get involved in school life and related decision-making.

For pupils with more complex problems, additional in-school support includes:

- Supporting the pupil's teacher to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil delivered by mental health specialists.
- The creation of an IHP – a statutory duty for schools when caring for pupils with complex medical needs.
- Family support and/or therapy where recommended by mental health professionals.

## **Suicide concern intervention and support**

Where a pupil discloses suicidal thoughts or a teacher has a concern about a pupil, teachers should follow safeguarding disclosure procedures and pass on to the Safeguarding team immediately with a purple form. Staff are trained to do the following:

- Listen carefully, remembering it can be difficult for the pupil to talk about their thoughts and feelings.
- Respect confidentiality, only disclosing information on a need-to-know basis.
- Be non-judgemental, making sure the pupil knows they are being taken seriously.
- Be open, providing the pupil a chance to be honest about their true intentions.
- Supervise the pupil closely whilst referring the pupil to a member of the Safeguarding team for support.
- Record details of their observations or discussions and share them with the Safeguarding team member.

Once suicide concerns have been referred to the DSL, local safeguarding procedures are followed and the pupil's parents are contacted.

Medical professionals, such as the pupil's GP, are notified as needed. Support from agencies are enlisted. E.g. Papyrus, CAMHS, NHS

The relevant staff members, alongside the pupil and their parents, work together to create a safety plan outlining how the pupil is kept safe and the support available.

Safety plans:

- Are always created in accordance with advice from external services and the pupil themselves.
- Are signed by pupils, parents, Key Worker and DSL.
- Shared with relevant teaching staff
- Are reviewed regularly by the individual's **key worker**.
- Can include reduced timetables or dedicated sessions with counsellors.
- Pupils who we consider to be high risk are issued with a 'red pass' which means that if they are struggling in lessons a member of on call is sent for so that they are escorted to the Augustin Centre

**The following table contains common warning signs for suicidal behaviour:**

Speech	Behaviour	Mood
The pupil has mentioned the following:	The pupil displays the following behaviour:	The pupil often displays the following moods:
Killing themselves	Increased use of alcohol or drugs	Depression

Feeling hopeless	Looking for ways to end their lives, such as searching suicide online	Anxiety
Having no reason to live	Withdrawing from activities	Loss of interest
Being a burden to others	Isolating themselves from family and friends	Irritability
Feeling trapped	Sleeping too much or too little	Humiliation and shame
Unbearable pain	Visiting or calling people to say goodbye	Agitation and anger
	Giving away possessions	Relief or sudden improvement, e.g. through self-harm activities
	Aggression	
	Fatigue	
	Self-harm	

## Working with other schools

The school works with local schools to share resources and expertise regarding SEMH as part of the Futures in Mind initiative.

The initiative collectively commissions specialist support where appropriate.

## Commissioning local services

The school commissions appropriately trained, supported, supervised and insured external providers who work within agreed policy frameworks and standards and are accountable to a professional Board with a clear complaints procedure.

The school does not take self-reported claims of adherence to these requirements on face value and always obtains evidence to support such claims before commissioning services.

The school commissions support from school nurses and their teams to:

- Build trusting relationships with pupils.
- Support the interaction between health professionals and schools – they work with mental health teams to identify vulnerable pupils and provide tailored support.
- Engage with pupils in their own homes – enabling early identification and intervention to prevent problems from escalating.

The LA has a multi-agency Local Transformation Plan setting out how children's mental health services are being improved. The school feeds into this to improve local provision. (Appendix C: Local Support)



## Working with parents

The school works with parents wherever possible to ensure that a collaborative approach is utilised which combines in-school support with at-home support.

The school ensures that pupils and parents are aware of the mental health support services available from the school.

Parents and pupils are expected to seek and receive support elsewhere, including from their GP, NHS services, trained professionals working in CAMHS, voluntary organisations and other sources.

## Administering medication

The full arrangements in place to support pupils with medical conditions requiring medication can be found in the school's Medical Policy.

Named staff know what medication pupils are taking, and how it should be stored and administered.

## Roles and responsibilities

The school's leadership team as a whole is responsible for:

- **Preventing mental health and wellbeing difficulties:** By creating a safe and calm environment, where mental health problems are less likely to occur, the leadership can improve the mental health and wellbeing of the school community and instil resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.
- **Identifying mental health and wellbeing difficulties:** By equipping staff with the knowledge required, early and accurate identification of emerging problems is enabled.
- **Providing early support for pupils experiencing mental health and wellbeing difficulties:** By raising awareness and employing efficient referral processes, the school's leadership can help pupils access evidence-based early support and interventions.
- **Accessing specialist support to assist pupils with mental health and wellbeing difficulties:** By working effectively with external agencies, the school can provide swift access or referrals to specialist support and treatment.
- **Identifying and supporting pupils with SEND:** As part of this duty, the school's leadership considers how to use some of the SEND resources to provide support for pupils with mental health difficulties that amount to SEND.
- **Identifying where wellbeing concerns represent safeguarding concerns:** Where mental health and wellbeing concerns could be an indicator of abuse, neglect or exploitation, the school will ensure that appropriate safeguarding referrals are made in line with the Safeguarding and Child Protection Policy.

The **Governing Board** is responsible for:

- Fully engaging pupils with SEMH difficulties and their parents when drawing up policies that affect them.
- Identifying, assessing and organising provision for all pupils with SEMH difficulties, whether or not they have an EHC plan.
- Endeavouring to secure the special educational provision called for by a pupil's SEMH difficulties.
- Designating an appropriate member of staff to be the SENDCO and coordinating provisions for pupils with SEMH difficulties.
- Taking all necessary steps to ensure that pupils with SEMH difficulties are not discriminated against, harassed or victimised.
- Ensuring arrangements are in place to support pupils with SEMH difficulties.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEMH.
- Ensuring there are clear systems and processes in place for identifying possible SEMH problems, including routes to escalate and clear referral and accountability systems.

The **Headteacher** is responsible for:

- Ensuring that those teaching or working with pupils with SEMH difficulties are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' academic and emotional progress during the course of the academic year.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions, in a similar way to other important strategic roles within the school.
- On an annual basis, carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that staff members understand the strategies used to identify and support pupils with SEMH difficulties.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEMH difficulties.
- Establishing and maintaining a culture of high expectations and including pupils with SEMH difficulties in all opportunities that are available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with SEMH difficulties are effectively supported.
- Keeping parents and relevant staff up-to-date with any changes or concerns involving pupils with SEMH difficulties.
- Ensuring staff members have a good understanding of the mental health support services that are available in their local area, both through the NHS and voluntary sector organisations.

The **Designated Safeguarding Lead** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in policies, the curriculum and pastoral support, how staff are supported with

their own mental health, and how the school engages pupils and parents with regards to pupils' mental health and awareness.

- Collaborating with the SENDCO, Headteacher and governing board, as part of the SLT, to outline and strategically develop SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH difficulties.
- Advising on the deployment of the school's budget and other resources in order to effectively meet the needs of pupils with SEMH difficulties.
- Being a key point of contact with external agencies, especially the mental health support services, the LA, LA support services and mental health support teams.
- Providing professional guidance to colleagues about mental health and working closely with staff members, parents and other agencies, including SEMH charities.
- Delegating the referral of pupils with SEMH difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' education and wellbeing.
- Liaising with parents of pupils with SEMH difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Leading mental health CPD.

The **SENDCO** is responsible for:

- Collaborating with the Governing Board, Headteacher and the mental health lead, to determine the strategic development of SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the SEMH Policy.
- Supporting the subject teachers in the further assessment of a pupil's particular strengths and areas for improvement, and advising on the effective implementation of support.

**Teaching staff** are responsible for:

- Being aware of the signs of SEMH difficulties.
- Planning and reviewing support for their pupils with SEMH difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought and support provided to any pupils with SEMH difficulties.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include: DSL/SENDCO/headteacher/subject leader.

The school works in collaboration with mental health support workers who are trained professionals who act as a bridge between schools and mental health agencies.

## Warrington Schools 'Future in Mind' Pledge



### WARRINGTON SCHOOLS 'FUTURE IN MIND' PLEDGE

Our feelings are important. Managing to deal with these feelings in a positive way is called **emotional well-being**. Feeling secure, happy and confident while we are at school is about looking after our **emotional health**.

Our school works towards **positive emotional health and well-being** for all students and staff. Being able to understand and express our feelings helps us all succeed at school. We can feel confident about ourselves and work together to help each other.



As well as teaching and learning, our school communities in Warrington are here to support you with a wide range of issues that might affect any individual in school or at home. Help is always at hand, and we are able to guide you towards the best support for every situation.

This pledge makes sure that all schools in Warrington are able to do the very best in looking after the emotional health and wellbeing for everyone.

We will:

- Let you know about mental health through lessons, assemblies, form time, extra-curricular and enrichment activities to help everyone understand what mental health and well-being is all about.
- Look for ways to provide early help with any issues affecting you. We all know worries can get worse over time and we want to help as soon as we can.
- Make sure we listen to what you have to say. We are all here to support your emotional health and well-being.
- Give extra help if you need it, and make sure you always know what is happening as things move forward.
- Give all teachers lots of training to make sure we are well prepared to help you with your emotional health and well-being.

## Appendix B

 <p>YOUTH in MIND</p>	<p><b><u>Youth in Mind</u></b> A free and discrete drop-in service offering early intervention support to young people aged 7-19 (up to 25 with a disability) who are experiencing challenges with their emotional wellbeing. No appointment or referral necessary. <b>Monday-Sunday 3.30pm-7.30pm</b></p>
	<p><b><u>Happy? OK? Sad?</u></b> Whether you're feeling great and want to stay that way, you're a bit tired and fed up or you're struggling to manage your feelings, we can point you to local and national information and resources. You can find tips ranging from how to boost your mood to where to get help if you're unable to cope. <a href="http://www.warrington.gov.uk/happy-ok-sad">www.warrington.gov.uk/happy-ok-sad</a></p>