



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

MENTAL HEALTH & WELL BEING POLICY

Policy Statement

At our school, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

Policy Scope

This policy is a guide to all staff, including teachers, Governors and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

Policy Aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:

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

We will always promote a healthy environment by:

- promoting positive mental health and emotional wellbeing in all students and staff;
- celebrating both academic and non-academic achievements;
- promoting our school values and encouraging a sense of belonging and community;
- providing opportunities to develop a sense of worth and to reflect;
- promoting our students' voices and giving them the opportunity to participate in decision making;

- celebrating each student for who they are and making every student feel valued and respected;
- adopting a whole school approach to mental health and providing support to any student that needs it;
- raising awareness amongst staff and students about mental health issues and their signs and symptoms;
- enabling staff to respond to early warning signs of mental-ill health in students;
- supporting staff who are struggling with their mental health.

Key Staff Members

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- Designated Safeguarding Lead (DSL);
- Deputy Designated Safeguarding Lead (SDDSL) and Designated Mental Health Lead;
- Deputy Safeguarding Lead (DSL);
- Directors of Year;
- SENDCo (Special Educational Needs and disabilities Co-ordinator) and Assistant SENDCo.

If a member of staff is concerned about the emotional/mental health or wellbeing of a student, then they should report this to the safeguarding team using our internal platform.

If a child presents as a medical emergency then relevant procedures will be followed, including involving the emergency services.

Teaching About Mental Health

Our PSHE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. We will regularly review our PSHE curriculum and lesson content to ensure that they are meeting the aims outlined in this policy. We will also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

Support at School and in the Local Community

We have a range of support available in school for any students struggling, as listed below.

- Tutors: Students see their tutor every day and tutors are trained in supporting students with their mental health.
- Directors of Year: Each Year group has a teaching staff member who oversee the wellbeing of their Year group.
- Pastoral Managers: A team of Pastoral Managers provide day to day support to students as and when required and also provide support sessions for small groups on specific areas of wellbeing.
- In school counselling provision provided by Youth Emotional Support Services (YESS) two days a week funded by Cannock Chase High School.
- Emotional/mental health support and coordination of assessment and referrals.

- Emotional/mental health support day to day.
- Student Services Co-ordinator.

We support referrals and work alongside organisations such as this one listed below who provide emotional/mental health support and we as information advice and guidance to young people:

- School Nurse Team;
- Mental Health Support Team (MHST);
- Action for Children – Tier 2 Support;
- Child and Adolescence Mental Health Service (CAMHS);
- Youth Emotional Support Services – Bereavement Support;
- Cruise Bereavement Support;
- T3 Stars – Drug and Alcohol Young Peoples Service;
- New Era – Domestic Abuse Service. Referral can be made for the whole family;
- Women’s Aid – For referrals involving Sexual Abuse;
- Catch22 – Young people who have experienced or are at risk of Child criminal and or Child Sexual Exploitation.

We will also support the emotional/mental health of our young people by working with agencies through Early Help Assessment. We understand that Earliest Help rather than Early Help is always the best approach to ensure that students and their families have the best possible support and this is something we strive to achieve in all we do.

Signposting

We will ensure that all staff, students, and parents are aware of the support that is available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Identifying Needs and Warning Signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm;
- Changes in eating and sleeping habits;
- Increased isolation from friends and family and becoming socially withdrawn;
- Changes in mood;
- Talking and/or joking about self-harm and/or suicide;
- Drug and alcohol abuse;
- Feelings of failure, uselessness, and loss of hope;
- Secretive behaviour;
- Clothing unsuitable for the time of year e.g. a large winter coat in summer;
- Negative behaviour patterns e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism;
- Punctuality and lateness;
- Changes in educational attainment and attitude towards education;
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Emotion Coaching

All staff are trained in the use of Emotion Coaching in school and use these techniques to help children accept, understand and manage their emotions. Training is updated regularly throughout the year and staff share good practice during workshops and INSET days. [Emotion Coaching UK](#)

Attachment Research Community (ARC)

Cannock Chase High School has gained the **Bronze Award from Staffordshire County Council for being a Trauma Informed Attachment Aware School (TIAAS)**. Staff are aware of the impact of trauma on the development of a child's brain and the impact of insecure attachment in early childhood. Staff are trained on how to recognise behaviours that communicate this and how to support young people who have been impacted. [Attachment Research in Schools](#)

Managing Disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it is necessary to keep the child safe, in line with our Safeguarding Policy.

Confidentiality

If a member of staff thinks it is necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell;
- What the staff member is going to disclose;
- Why it is necessary for somebody else to be told;
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judge a child to be at risk.

Whole School Approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

Working with Parents and Carers

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will:

- highlight sources of information and support about mental health and emotional wellbeing that we have in our school;
- share and allow parents to access further support;
- ensure that parents are aware of who to talk to if they have any concerns about their child;
- give parents guidance about how they can support their child's/children's positive mental health;
- ensure this policy is easily accessible to parents;
- keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Supporting Peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Training

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

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

Policy Review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

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| Implementation date: | April 2022 |
| Last review date: | January 2025 |
| Next Review date: | January 2026 |
| Statutory Policy: | No |

Common Emotional Health and Mental Health Conditions and Symptoms**Self-Harm**

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves. Self-harm can also take form in other ways such as neglect of self, substance and/or alcohol use, or putting oneself in situations that could pose a risk.

Online support includes:

www.selfharm.co.uk/

www.nshn.co.uk/

Books:

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support includes:

www.mind.org.uk/about-us/what-we-do/depression-alliance/

www.depressionalliance.org/information/what-depression

www.mind.org.uk

www.mindfull.org

www.youngminds.org.uk

www.childline.org.uk

www.getconnected.org.uk

www.therelationshipcentre.co.uk/talkdontwalk

www.thecalmzone.net

www.youth2youth.co.uk

Books:

Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support includes:

www.anxietyuk.org.uk

Books:

- Lucy Willetts and Polly Waite (2014) Can I Tell you about Anxiety?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2015) A Short Introduction to Helping Young People Manage Anxiety. London: Jessica Kingsley Publishers

Obsessions and Compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support includes:

www.ocduk.org/ocd

Books:

- Amita Jassi and Sarah Hull (2013) Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers
- Susan Connors (2011) The Tourette Syndrome & OCD Checklist: A practical reference for parents, carers and guardians and teachers. San Francisco: Jossey-Bass

Suicidal Thoughts and/or Feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support includes:

Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

www.samaritans.org

www.cwmt.org

www.stampoutsuicide.org.uk

www.asist.org.uk

Cruse Bereavement Care: www.cruse.org.uk or www.rd4u.org.uk

Survivors of Bereavement by Suicide: www.sobs.org.uk

Sane/Saneline: www.sane.org.uk

On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/
www.papyrus-uk.org www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/

Books:

- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

Eating Problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support includes:

- Beat: the eating disorders charity: www.b-eat.co.uk/about-eating-disorders
- Eating Disorders: [ng69](#)
- [Beat Eating Disorders](#)

Books:

- Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks
- Supporting mental health in schools and colleges – GOV.UK
- Surveys and case studies with schools on activities to support students' mental health and wellbeing (2017)
- Mental health and behaviour in schools - departmental advice for school staff. Department for Education (2014)
- Counselling in schools: a blueprint for the future - departmental advice for school staff and counsellors. Department for Education (2015)
- Teacher Guidance: Preparing to teach about mental health and emotional wellbeing (2015). PSHE Association. Funded by the Department for Education (2015)
- Keeping children safe in education - statutory guidance for schools and colleges. Department for Education
- Supporting students at school with medical conditions - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)

- Healthy child programme from 5 to 19 years old is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)
- Future in mind – promoting, protecting and improving our children and young people’s mental health and wellbeing - a report produced by the Children and Young People’s Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)
- NICE guidance on social and emotional wellbeing in secondary education
- What works in promoting social and emotional wellbeing and responding to mental health problems in schools? Advice for schools and framework document written by Professor Katherine Weare. National Children’s Bureau (2015)