



ROYAL  
PATRONAGE



# Hassocks

## **Mental Health Policy**

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**Policy Review Date: June 2023**

**Next Review due: June 2026**

## **Policy Statement**

At LVS Hassocks, we are committed to supporting the positive mental health and wellbeing of our whole school community (students, staff, parents and carers).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that students are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

## **Teaching about Mental Health**

At LVS Hassocks we take a whole school approach to promoting positive mental health, aiming to help all to become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to wellbeing / behaviour management.
- Helping students socially to identify, form and maintain healthy relationships.
- Helping all to feel comfortable about sharing any concerns or worries.
- Teaching all, emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring all understand their importance in the world.
- Helping all to be resilient students and to manage setbacks.
- Identifying those who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting student voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.

Mental Health, wellbeing and PSHE for all year groups pursue our aims through:

- Universal, whole school approaches.
- Support for students going through recent difficulties.
- Specialised, targeted approaches aimed at students with more complex or long-term difficulties including attachment disorder.

### **Staff Roles and Responsibilities, Including those with Specific Responsibility**

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Key staff supporting Mental Health at LVS Hassocks:

- Named Mental Health Lead – Sarah Prater
- Named Mental Health First Aider- School Nurse

Our Mental Health Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the Director of Studies and Outcomes re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Liaise with mental health services and makes individual referrals to them.

### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our Social Skills (PSHE) curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

## **Targeted Support**

The school will offer support through targeted approaches for individual students or groups of students which may include:

- Managing feelings resources e.g. 'worry jars'
- Managing emotions resources.
- Group Work/Mental health and wellbeing groups/ELSA support groups.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Zones of Regulation

## **Signposting**

We will ensure that staff, students and parents are aware of what support is available within our school and how to access further support.

## **Early Identification and Warning Signs**

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a student's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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 communicate their concerns with the designated child protection and safeguarding officer as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## **Assessment, interventions and support**

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and DSL, ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

### **Working with parents and carers.**

Parents or carers can approach their child tutor if they have mental health concerns. This will be cascaded to the SLT. To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised we will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

### **Working with specialist services**

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nurse
- Children's and Family Services
- Therapists
- Family support workers

## **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. We will use the National College to support with this and where available the Mental Health First Aid training.

Training opportunities for staff who require more in-depth knowledge 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 pupils.

## **Monitoring and evaluation**

The policy will be reviewed every three years