

Pedmore High School Mental Health Strategy

Rationale

Pedmore High School recognises that Mental Health can have a massive effect on the lives of our students and their families. We are aware that individuals may need support with their mental health from time to time along with being taught the key skills needed to take care of their well-being.

Pedmore High School believes that the well-being of our students and their family is a priority and have made support available for students and their parents to access during term time.

School can be a source of stability for children who may have been subject to emotional distress and disruption. School can be the place where children maintain friendships and a place where they feel safe and supported. They may find it comforting to speak to a member of Staff who they trust and have built a positive relationship with.

School may contact parents if any kind of Mental Health support is being offered and will offer advice and guidance where needed.

So that School can support students in the best possible way we request that parents report any concerns that may impact upon a student's well-being and ability to learn in School. Please report any concerns via telephone call or email to your child's Form Tutor in the first instance and Head of Year if you feel that they may need further support. You can find email addresses for Staff on our School website or call the School number and our Receptionist will be happy to help you. We also request that you provide us with information regarding any outside agency support which may have been arranged outside of School

Principles

Pedmore High School is committed to enhancing the achievement and welfare of all of our Students:

- Ensuring staff awareness of the mental health concern where appropriate to enable them to understand how the child is feeling/coping.
- Making time to listen to the Child's voice and make allowances or offer support if they are struggling to focus. Support may sometimes come from an outside agency where appropriate.
- Ensuring that students are given the opportunity to talk to their Form Tutor, Head of Year or Head of Inclusion in the event of their Head of Year feeling that a referral needs to be made. Students are also able to speak to one of our Mental Health First Aiders (Mrs Evans, Miss Mason or Mr Mountford)
- Ensuring that the students Head of Year addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress, this may be in the form of a referral to an appropriate agency or the Inclusion Centre.

- Ensuring that parents are made aware of any impact that the mental health concern is having on the child and their learning.
- Maintaining and respecting the child's confidentiality wherever possible and safe to do so.
- Ensuring discretion when addressing a child's care status and ensuring there is sensitivity to the background of children who may be struggling with their mental health.
- Try to be available to listen and support if possible, arrange a one-to-one session with a Mental Health First Aider as soon as possible if a child is presenting with mental health concerns.
- Be calm and show them that you are listening and understanding by occasionally repeating what they have said and by acknowledging their emotions
- If people feel like crying they should cry – crying is not a sign of weakness, but often a sign of deep feeling
- Beware of using platitudes e.g. "I know how you feel," (pupils may feel offended that you presume how they feel).

Do:

- Let the pupil know that you genuinely care
- Make time to be available and listen
- Accept all that the child is saying
- Allow them to express their feelings their way
- Let them know their feelings are normal
- Let them know that it is OK to cry
- Talk honestly and share your feelings
- Be honest
- Have eye contact
- Let them know that it is not their fault
- Be aware of their home situations and any other concerns.

Confidentiality

Students may be struggling to manage their mental health and may not wish for full details to be disclosed. At Pedmore High School Staff always take in to consideration the Child's voice and where possible will respect confidentiality and share information on a 'need to know' basis

Support from agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved such as the Family Centre, School Nurse, GP and Counselling Services.

Mental Wellbeing in the Curriculum

As part of our PSHE curriculum, physical health and mental wellbeing topics are taught from Pupils are taught the importance of asking for help and support from a trusted adult when they do not know how to deal with a range of feelings that they might have.

As they move through the school, pupils are taught what might affect their mental health and ways to take care of it. Students are currently receiving a lessons during PHSE sessions along with assemblies in school.

Supporting Mental Health during Covid 19

Form Tutors, Heads of Year, Head of Inclusion and members of SLT have been calling home to check in with both parents and students and have been offering advice and guidance to support with Mental Health.

Physical activity challenge daily – sent to all staff and students – social media

Students who have been attending school such as the children of Keyworkers and students who are classed as vulnerable have been taking part in afternoon activities to lower the use of screen time.

Virtual lessons have been shortened to allow students a break from their screens every hour.

Mental wellbeing hour - Students and Staff have all been sent a PowerPoint from the Head of Inclusion giving them ideas of activities to take part in to help them to relax. They have been given a timeslot to complete these activities (Log of and relax session).

Home visits have taken place weekly to enable us to check in and offer support to Students who haven't been attending virtual lessons and we haven't been able to contact via phone.

Heads of Year have offered virtual drop in sessions and have delivered virtual assemblies giving students advice and guidance of how to take care of their Mental Health.

Outside agencies have been into School to work with students who are attending school focusing on team work and well-being and also delivered virtual support sessions in KS4 for students not in school.

Positive reward assemblies and positive postcards – staff and students, Challenge 5 – staff to give 5 students and staff postcards.

Project completed celebrating Childrens mental health week and video produced - "be kind and express yourself"

Supporting Mental during term time

A leaflet has been sent home with every child to inform parents of who the Mental Health first Aiders are in School and what to do if they have concerns about their Childs Mental Health.

All Staff have been informed of the names of the Mental Health First Aiders in School and have been offered appointments in School.

Students receive one lesson focusing on promoting positive mental health during every Half Term.

External agencies including our School Nurse and Transforming me have been completing group work and one to one sessions with student who require extra support.

Mental Health First Aiders have been running regular Mental Health Clinics and have been offering support to students who have been referred by Heads of Year and Tutors.

Emerge Leadership have been offering virtual mentoring to students who have been referred by their Heads of Year (during lockdown).

Groups are run in the Inclusion Centre to support students with their well-being along with one to one sessions where needed.

Parents have been informed of the names of our Mental Health first Aiders and are able to book appointments with us if they wish to speak to us for support.

Children's Mental Health week has been recognised in School and Heads of Year have delivered assemblies based around students expressing themselves.

Positive postcards

We continue to support students by offering them the opportunity to attend our reward trips if they meet the criteria.

MENTAL HEALTH FIRST AID



Mrs H Evans
Senior Mental Health Lead

Head of Inclusion
Located in the Inclusion Centre (A1)



Miss Z Mason
Mental Health First Aider
Head of year 7
Located in the KS4 Office



Mr J Mountford
Mental Health First Aider
Head of Science
Located in S5 or the Science Office



- Mental health First Aiders can listen and talk through your problems when you are feeling unsettled. Sometimes, they may involve other agencies who can help and support you after discussing this with you.
- If you are worried or anxious about something, or feel that you are suffering from a low mood and don't enjoy activities that you previously did, please see one of the above members of Staff or ask your Form Tutor to complete a referral form for you.
- Mental Health First Aiders will make themselves available to support Students, Staff and Parents.

Tier 1 – Universal Support for all students

- Mental Health Policy on website
- Mental Health assemblies delivered termly
- Mental Health displays around school and in form rooms informing students of drop-ins, Kooth, SHOUT etc.
- Mental Health and well-being covered in PSHE sessions
- Opportunity to speak to their Form Tutor during morning registration
- Mental Health Workshop to be offered to all new year 7 students.
- Mental Health leaflets to be sent home to parents advising them how to support their child and detailing internal and external support.
- Whole school Staff approach around Mental Health and Well-being including regular training.

Tier 2 – Low level concerns needing extra support – short period of low mood or general concerns (feeling unwell, low level friendship issues where student isn't feeling isolated, worried about a test, argument with a parent, previous mental health concerns that may need monitoring)

- Daily 'check in' with Form Tutor – training to be given to tutors around mental health support.
- Tutor to give students advice and information around support platforms such as Kooth, SHOUT, School Nurse drop in and Pastoral drop in.
- Pastoral Support Card for student if needed.
- Reassurance from Subject Teacher and weekly 'check in' if concern is around a specific subject.
- Telephone call to parent if concerns are around home and the student is comfortable with school becoming involved.
- Students to be informed of how to receive support from Mental Health Ambassadors once in place.
- Safe place to be provided e.g the hub for lunch and breaktime, the Inclusion Centre, ILC or a classroom.

Tier 3 – Medium level concerns – low mood for long periods of time, diagnosis of anxiety or depression or showing signs of, struggling with emotional self-regulation, disclosure of self-harm, out of character behaviours for long periods of time.

- Use advice from Tier 2
- Referral to Head of Year

- Phone call home to discuss concern with parent/carer – depending on circumstance possible request to see GP or medical professional.
- Referral for Mental Health Clinics with a Mental Health First Aider – Mental Health Team to discuss and agree a targeted approach including possible support from external agencies such as LEAP, Transforming Me, Phase Trust, School Nurse.
- Referral from Head of Year to the Inclusion Centre to request a programme to be completed, Mental Health Clinics or breakfast club.
- Concerns should be logged on CPOMs.

Tier 4 – High level concerns – Student has reached crisis point and their life is at risk. They may disclose that they are having suicidal thoughts or could have caused significant harm to themselves.

- Teacher Support to be called immediately and the student is to be removed from lesson. Whilst waiting for assistance the member of Staff should listen and calmly reassure the student who has reached crisis point.
- In extreme circumstances a First Aider should be called along with an Ambulance. A Mental Health First Aider should also be called to assist.
- Parents to be called at the nearest opportunity and to be advised to take the child to A and E to be assessed by CAMHs or the appropriate medical professional.
- The Mental Health First Aider involved with this case to call the parents at the end of the day to offer support and book a 'return to school meeting'
- A Risk Assessment to be agreed with the parent and Mental Health First Aider and shared with all staff. The risk assessment should be reviewed on a regular basis whilst in place and should include of plan of action to support the student. If CAMHs are involved and have issued a 'safety plan' this should also be included. An example of a risk assessment is on the Q drive.
- All information must be added on CPOMs so that the school DSL is also aware of concerns.

