



Mental Health and Wellbeing Policy

Policy Statement

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).

ICC's Mental Health and Wellbeing Statement of Intent

At ICC, we promote positive mental health and wellbeing for everyone in our school community. We are an inclusive school, which aims to support every member of our community, and recognise how important mental health and emotional wellbeing are to our lives. Our Curriculum supports this through relationship, sex and health education which is reviewed regularly and is responsive to the changing needs of our students. Where mental health and wellbeing needs are identified for anyone in the ICC community, be it students, staff, parents and carers, our aim is to signpost access to universal and specialist support, with compassion and without judgement.

Scope

This document describes ICC's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all stakeholders, including students, parents and carers, teaching staff and non-teaching staff, senior leaders and the governing body.

This policy should be read in conjunction with other relevant policies where appropriate when considering a student's mental health needs, for example:

- The safeguarding policy
- Medicine Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- RSE Policy

The Policy Aims to:

- Promote positive mental health and wellbeing in all staff and students
- Provide guidance on how students can access support at ICC
- Provide support to staff working with young people with emotional wellbeing needs
- Provide support to students suffering mental health needs and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional wellbeing and mental health of students, several key staff hold a specific remit to this area:

- Assistant head teacher – Pastoral care, designated Safeguarding Lead
- Mental health and wellbeing lead
- Progress Leaders
- Pastoral Managers
- Director of inclusion
- Educational Psychologist
- Occupational Therapist
- Thought-Full team

ICC has embedded multi-professional approach to pastoral support. Below are the teams who have specific roles and responsibilities pertaining to the emotional wellbeing and mental health of students:

Pastoral Teams	
Governors	
Head of School	
Pastoral Teams	Support and wellbeing
Year teams <ul style="list-style-type: none">- Progress Leader- Pastoral Manager- Mentors	Safeguarding team Designated safeguarding officer Deputy designated safeguarding lead
Attendance Team <ul style="list-style-type: none">- Attendance Officer- SLT attendance lead- Director of Inclusion	SEND
Medical team <ul style="list-style-type: none">- Medical officer- First aid teachers	Wellbeing team <ul style="list-style-type: none">- Primary mental health workers (Thought-full team)- School counsellor- Educational Psychologist- Occupational therapist

Identification of Need

The mental health and wellbeing framework (appendix A) details potential warning signs, who should monitor and raise concerns, and the expected support and interventions that should be implemented. Any member or staff who is concerned about mental health or wellbeing of a student should speak to their Progress Leader/Pastoral manager in the first

instance. If there is a fear that the student is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding team. If the student presents as a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

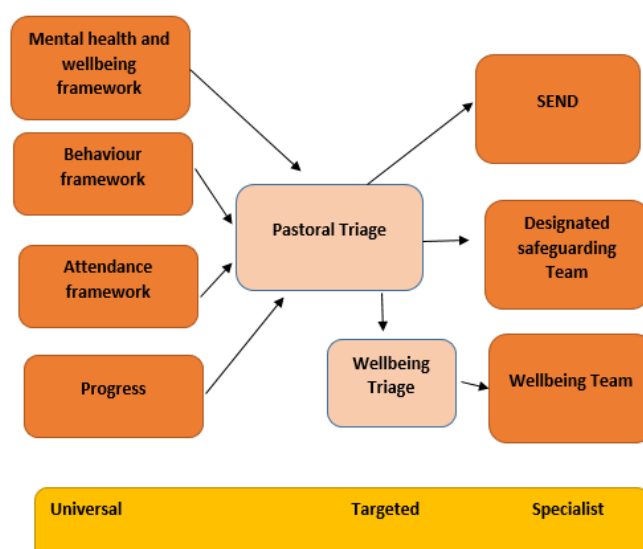
If school staff become aware of the warning signs which indicate a student is experiencing an emotional wellbeing or mental health needs, these warning signs should always be taken seriously and staff observing these warning signs should communicate their concerns with the relevant team. Staff can call for pastoral support from their classroom by calling 2000, a member of the pastoral team will then report to the classroom to triage any immediate concerns. Following any disclosure of a mental health or wellbeing concern staff should record actions onto CPOMS for monitoring.

PARM - Pastoral Triage

Targeted emotional wellbeing and mental health provision is allocated through our pastoral and wellbeing triages. Students' wellbeing is primarily monitored by their teachers, mentor, year teams and relevant senior leader via the mental health and wellbeing framework, behaviour framework, attendance framework and the core monitoring of progress data. Each one of these frameworks can be found within the relevant policy and details the types of universal intervention students can expect at ICC. Where whole school or universal provision does not have the desired outcome on a young person, and this can be evidence via a plan-do-review cycle (for example Pastoral Support Plans), year teams can seek additional specialist support from our school-based professionals such as the Director of Inclusion, Educational Psychologist and Occupational Therapist.

The pastoral Triage panel usually consists of the Director of Inclusion, Safeguarding team, educational welfare officer, Occupational therapist Dr Kirkwood and Educational psychologist Dr Eloquin.

Pastoral and Special Support Pathways



The year team will decide on the most appropriate actions, for example work with the SEMH team or school counselling.

A guide to Pastoral Triage can be found in appendix B.

As pastoral triage discussions take place amongst school-based professionals, no prior permission needs to be sought in order to discuss a student at Pastoral Triage. However, it would be considered best practices for the year team presenting the case to inform the students and parents/carer that a discussion at pastoral triage is needed.

Any onward referrals to outside agencies should always follow the relevant permissions, consent, GDPR and information sharing.

Wellbeing Team & Triage (Primary Mental Health Worker)

ICC has a dedicated wellbeing team, which consists of Dr Kirkwood (Occupational Therapist/Sensory integration practitioner/mental health consultant), Dr Eloquin (Educational Psychologist), MHST's (west Sussex mental health support team), Progress leaders, Pastoral Managers, Welfare and EHP administrator, Senco. This team is managed by the college SENCO.

Role	Area of work/limitation	Potential caseload
Dr Eloquin	1 day per week	Group/individual cases Collaborative work with Dr Kirkwood and Audrey Hunt Parent/staff workshops
Dr Kirkwood	1 day per week	Group/individual cases Collaborative work with Dr Kirkwood and Audrey Hunt Parent/staff workshops
MHST - mental health workers (Thought- Full team - X2 allocated to ICC)	Case load can vary – 2 workers allocated to ICC and can see individual students on a weekly basis, normal 1 day a week.	Offers long and short-term mentoring support across all year groups, working with low level anxiety & emotional wellbeing, including bereavement and loss, small group work, ad-hoc one-off sessions, assessment and support for ready to talk triage.
School Counsellor	2 Counsellors – 21 hours a week offered between them.	2 counsellors – 21 hours per week Targeted around a particular mental health need and/or pieces of work with a focus on trauma. Available to staff through the triage process and in an ad-hoc capacity for support and advice around mental health and emotional wellbeing.

Pastoral managers	Offers long and short-term mentoring support across all year groups, working with low level anxiety & emotional wellbeing, including bereavement and loss, small group work, ad-hoc one-off sessions, assessment and support for ready to talk referrals.	Full time – normally allocate 2 hours per day to this work
Medical staff	Offers short term support for low level anxiety and emotional wellbeing.	2 members of staff – college hours in the medical room.

A referral for a student to work with the wellbeing Team is made via Pastoral Triage. Case allocation is then decided at a fortnightly discussion with the safeguarding lead KLA wellbeing triage or at half termly PARM – feedback to staff fortnightly and monthly within the year teams takes place, this is all based on the needs of the young person and caseload. Every effort is made to ensure that the young person sees the most appropriate person in a timely manner, but in cases where a young person cannot be seen by a member of the wellbeing team, it is the responsibility of the Progress Leader to inform the year team and/or student and parent/carer of this, signposting them to external support.

Where a referral to the integrated front door is appropriate, this will be led and managed by the appropriate Progress Leader and overseen by the Director of Inclusion. The request to refer to the integrated front door should be made via the pastoral triage process in order to ensure the robustness of a school-based referral.

As wellbeing Triage discussions take place amongst school-based professionals, no prior permission needs to be sought in order to discuss a student at wellbeing Triage. However, it would be considered best practice for the year team managing the case to inform the student and parent/carer. Once cases have been allocated to a member of the wellbeing team, they will obtain appropriate consent for therapeutic or mentoring work and keep a record of this on CPOMS.

When a referral into the neurological pathway is appropriate the relevant progress leader will discuss with parents/carers and liaise with the director of Inclusion regarding relevant referrals. Initially the ICC ADHD/ASD pathway will be followed before engaging external agencies.

Supervision for this team is delivered externally and in accordance with the individual professionals' registration.

Ready to Talk (Self-Referral)

Students can self-refer to the wellbeing team by emailing readytotalk@ifieldcc.co.uk. This email address is checked by the wellbeing team who aim to respond within 48 hours.

Any student who refers to the team will be seen for a one-off appointment where an action plan will be formulated, details of which can be seen in Appendix C.

Students can also access support via the online platform Sharp <https://thesharpsystem.com/>. SHARP allows young people to report any incidents which occur within the school and local community anonymously and without fear. Aside from the reporting tool SHARP delivers educational content to raise awareness on a wide range of subjects including Bullying, Health, Community Issues, Weapons and Hate Crime.

Students are also able to access support and guidance on the online platform ZUMOS ([Zumos - Welcome!](#)), which supports students to build their own self confidence and wellbeing. Practicing mindfulness and building resilience.

Pastoral Support/Medical/Safety Plans

It is helpful to have a clear plan for pupils causing concern who receive a diagnosis pertaining to their mental health. Plans should be developed collaboratively with the pupil, parents/carers, relevant school staff and where possible involve external professionals, such as a social worker, ITF worker, CAMHS practitioner or school nurse.

Type of Plan	Details of the Plan	Lead by
Pastoral support plan	<ul style="list-style-type: none"> Details of the students need and an overview of the most current picture SMART targets to enable change Details of how that change will be achieved and by whom A review of the impact of any intervention 	Year team SEN team/Director of Inclusion Educational welfare officer
Medical Plan	<ul style="list-style-type: none"> Details of a students need Special requirements and precautions Medication and any side effects What do they do, and who to contact in an emergency The role the school can play 	Year team Director of Inclusion
Safety plan/Risk assessment	<ul style="list-style-type: none"> Details of a students need Special requirements and precautions An assessment of the risk posed to the individual or by the individual Medication and any side effects What to do in an emergency The role the school can play 	Year team Director of Inclusion Senior leadership team/head of school

All plans should be shared with the student and parent/carer. Where appropriate, plans should be shared with relevant school staff with the knowledge of the student and parent/carer.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe, are included as part of our developmental RSE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member or staff, so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member or staff, the member or staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety. All disclosures concerning a student's safety should be recorded and reported in accordance with the safeguarding policy.

More general concerns should be shared with the year team, using the mental health and wellbeing framework as reference. If you are at all unsure, please report your concerns to the safeguarding team as a matter of precaution.

We acknowledge that supporting a student with a disclosure can be difficult to manage and potentially upsetting. Please ensure your line manager is aware that you have been involved in a disclosure of any kind. Support and supervision can be made available in school.

Working with parents and Carers

Parents and carers are a vital factor in considering a student's emotional wellbeing and mental health needs; every attempt to engage the important people in a young person's life should be made in order to understand their needs as part of a holistic approach.

Where we need to approach parents and carers, we should be sensitive in our approach. Before discussing our concerns, we should consider the follow questions (on a case-by-case basis):

- Can the meeting happen face to face- this is preferable

- Who should be present? Consider parents, the student, other members of staff, ensuring there are not an overwhelming number of people present.
- What are the aims of the meeting?

The meeting should be recorded and shared with the parent/carer as part of the pastoral support plan or similar.

It can be shocking and upsetting for parents to learn that teachers have worries or concerns about their child and may respond with anger, fear or upset during the first conversation. We should be mindful of this, giving time to reflect and ask questions.

Sharing sources of further support aimed specifically at parents/carers can also be helpful too, Useful links regularly updated on the college website [ifield Community College - Useful Links \(ifieldccc.w-sussex.sch.uk\)](http://ifieldccc.w-sussex.sch.uk)

We should always provide parents/carers clear means of contacting us with further questions and consider booking a follow up meeting or phone call. Finish each meeting with agreed next step and always keep a record of the PSP/Meeting on CPOMS.

Staff Wellbeing

The health and wellbeing of everyone in our school community is of paramount importance. We understand that the wellbeing of our staff will ultimately impact on the member of staff's ability to be effective, their personal sense of achievement and the overall quality of the student experience.

Support for all staff is available through their line management and human resources manager. We should always advise staff to seek support and discuss concerns at the earliest opportunity.

Support can also be accessed through Education Mutual Healthcare, health and wellness services as well as the West Sussex EAP which provide a free, confidential, 24-hour help line. This is an impartial service to help staff and family with personal and professional problems affecting your health and/or wellbeing. Staff can access this through the west Sussex website and for any further support discuss with JMC.

Staff inset on mental health and wellbeing is provided as part of the college twilight sessions each academic year.

Parent and Carer Wellbeing

ICC recognises that the parents and carers in our community will from time-to-time need support on issues around emotional wellbeing and mental health. The year team office can offer signpost parents/carers to appropriate support (contactable via reception or email).

We will aim to host events such as exam stress workshops, Internet safety sessions, year 6 transition events and curriculum information evenings to help families with some of the more challenging moments in a young person's secondary school career. We'll also signpost

parents and carers to relevant resources, information and updates via the school website, email and ICC newsletter.

In order to gain a better understanding of parents and carers concerns around emotional wellbeing, mental health and how the school can support, ICC will host regularly Parent/Carer forums. Details of these will be sent via email direct to parents and carers.

Supporting Peers

When a student is suffering from an emotional wellbeing or mental health need, it can be a difficult time for their friends. Friends often want to support but do not know how to. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one to one or group settings.

We want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Mental health and wellbeing Champions

ICC has trained several students to be Mental Health and Wellbeing Champions. Champions are there to support peers seek support from appropriate adults.

They are recognisable to others by wearing Mental Health and Wellbeing Badge on their Lapel.

As part of their training, Champions covered how to safeguard themselves and others. They are required to check in with a member of the wellbeing team termly to ensure they are not holding any concerns and feel supported.

Sad Events

Occasionally sad events take place within our school community that could have impacted our emotional wellbeing, such as the death of a young person or staff member. In case of such an incident, the headteacher, along with relevant members of the pastoral teams, will formulate a response to support the emotional wellbeing of those affected. This could include actions such as special assemblies, open-to-all support sessions and engaging external professional services such as psychological support from west Sussex. A bespoke response will be formulated for each significant sad event.

Policy Review

This policy will be reviewed every 2 years as a minimum. It is due for review in summer 2024. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.