

Kyle Academy- Positive Mental Health and Wellbeing Policy

Vision

At Kyle Academy, we aim to promote positive mental health and wellbeing for our whole school community (young people, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievements. All young people can experience periods of stress, anxiety and in some cases significant life events eg the loss of a significant person in their life.

We recognise that schools are in a unique position to support young people to be resilient and enjoy good mental health. Our aim is that Kyle Academy is a place for our young people to experience a nurturing and supportive environment that develops self-worth, self-esteem and provides positive experiences that allow our young people to overcome adversity and build resilience.

We strive to ensure that our young people are equipped to manage times of change and stress, and that they are supported to reach their potential or know how to access help if they need it. If our young people learn about what they can do to maintain positive mental health and what affects their mental health it will hopefully reduce the stigma surrounding mental health issues and ensure that they know where they can go if they need help and support.

Aims

Our policy is based on the 'Eight principles for good mental health and wellbeing' (see attached) and we aim to create an environment and culture which builds resilience to mental health problems and a school community where:

- ✓ All our young people feel valued, have a sense of belonging and feel safe
- ✓ Young people feel able to talk openly with their peers and trusted adults about their problems without feeling judged or stigmatised
- ✓ Positive Mental health is promoted and valued
- ✓ Inequality, bullying or social isolation is not tolerated
- ✓ To develop a Whole School Approach to promoting good mental H & WB
- ✓ To develop understanding and awareness of common mental health issues

Lead members of Staff

Whilst all staff in the Kyle Community have a responsibility to promote the mental health of students. Staff with specific relevant remits include:

| Head Teacher | Mary Byrne |
|---|-----------------|
| Child Protection Coordinator | Elaine Reilly |
| Principal Teacher of Guidance Belleisle | Donna Dorrans |
| Principal Teacher of Guidance Craigie | Kirsty Mahaffy |
| Principal Teacher of Guidance Rozelle | Sophie Boal |
| Principal Teacher of Pupil Support | Susie Quigley |
| Principal teacher of Health & Wellbeing | Debbie Wilson |
| Wellbeing Officer | Mandy McPherson |
| CAMHS Nurse | Anne Woods |
| School Nurse | Diane Irvine |
| Educational Psychologist | Carol Campbell |
| Campus Police Officer | PC McGill |

Mental Health First Aiders in School

The following members of staff are qualified Scottish Mental Health First Aiders. They are identifiable with their green lanyard.

| Teacher | Department |
|---------------|---------------|
| Mrs Griffiths | Pupil Support |
| Mrs Cameron | Pupil Support |
| Mrs Duncan | Pupil Support |
| Mrs Blair | Pupil Support |
| Ms Baillie | Pupil Support |
| Ms Taylor | Pupil Support |
| Mrs Mahaffy | Guidance |
| Mrs Boal | Guidance |
| Mrs Dorrans | Guidance |
| Mrs Fergusson | Guidance |

Any member of staff who is concerned about the mental health or wellbeing of a young person should speak to the PT Guidance or Pupil Support staff in the first instance. If there is a fear that the young person is in immediate danger of harm, child protection procedures should be followed.

Where a referrals to CAMHS is appropriate, this will be led and managed by the PT Guidance and/or Pupil Support Coordinator.

Any teachers who is concerned about a young person's wellbeing can submit a 'Wellbeing Concern Form' to the PT Guidance (Appendix 1).

Child's Plan

When a young person is diagnosed as having a mental health condition or concern, it is important that a TAC (team around the child) meeting is arranged to support their individual needs. This will be drawn up by the Pupil Support Coordinator, PT Pupil Support, Guidance Teacher and will involve the young person, parents and relevant health professionals. This can include:

- Who is a partner in the plan
- Reason for the plan
- Summary of the young person's needs
- Resources required
- Recommendations from the meeting and who is responsible
- Timescales for action and change
- Arrangements for Reviewing the Plan

If a referral is required to a Targeted Support then a Wellbeing Assessment will be completed by the PT Guidance

Teaching About Mental Health

The skills, knowledge and understanding needed by our young people to keep themselves and others physically, mentally and emotionally healthy and safe are included as part of our PSE programme. There will be an emphasis in equipping our young people to develop the skills, knowledge, understanding and confidence to seek help, as needed, for themselves and others.

We will seek to enhance the delivery of the programme by involving specialist groups to address our young people. We will also endeavour to provide opportunities for Family Learning by organising support workshops for parents and carers.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within the school and in the local community. As well as many school based resources the School website has Health and Wellbeing Section covering Mental, Emotional, School and Parental Supports. All issues have hyperlinks to resources identified as the best supports by pupils.

We will display relevant sources of support in communal areas such as Stairwells, stairs, Walls, H & W Notice boards, Toilet Doors, Plasma Screens, Twitter Feeds, school diaries and in correspondence with parents.

School staff may 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 should communicate their concerns to Guidance or Pupil Support.

Possible warning signs include:

- Evident changes in behaviour
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping patterns
- Isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood

- Reduced concentration
- Lowering of academic achievement
- Talking, joking or researching about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing eg long sleeves in warm weather
- Secretive behaviour
- An increase in lateness to or absence from school
- Repeated physical pain or nauseous with no evidence cause
- Spending more time in the bathroom
- Discontinued hobbies or interests
- Failure to take care of personal hygiene
- Seemingly overly-cheerful after a bout of depressions

Managing Disclosures

- A young person may disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. (see mental health protocol)
- The member of staff's response should always be CALM, SUPPORTIVE AND NON JUDGEMENTAL.
- Staff should listen, rather than advice and our first thoughts should be of the young person's emotional and physical safety rather than of exploring 'Why'. All disclosures should be recorded in writing and held in the PPR file or pastoral notes.
- The written record should include:
- Date
- The name of the member of staff to whom the disclosure was made
- Recorded facts from the conversation
- Agreed next steps
- This information should be shared with the Guidance Teacher or Pupil Support who will store the record appropriately and offer support and advice about next steps eg contact home, school nurse, CAMHS.

In the event of a young person disclosing information to you, staff have been advised to follow the Mental Health Protocol. The protocol poster will be displayed in all classrooms.

Confidentiality

We should be open and honest about confidentiality. We cannot guarantee confidentiality. It we feel it is necessary to pass on our concerns about a young person they we should discuss this with the young person first:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a young person without first telling them. Ideally we would have their consent, though there are certain situations which must be shared with the Guidance/Pupil Support teacher eg where a young person up to the age of 16 is at risk. Parents should be informed and the young person may choose to tell the parent themselves

If the young person gives us reason to believe that there are underlying Child Protection issues, parents should not be informed, but the Child Protection Coordinator must be informed immediately.

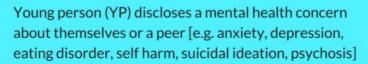
MENTAL HEALTH PROTOCOL

.................



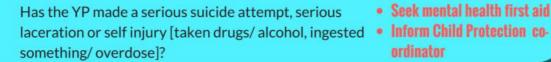
Follow this protocol in the event of a young person disclosing concerns about their mental health

CONCERN IDENTIFIED





IS THERE EVIDENCE OF IMMEDIATE DANGER?



- DIAL 999
- · Provide first aid
- Seek mental health first aid
- ordinator

3 **INITIAL ACTIONS**

- · Be calm, supportive and non-judgmental
- Speak to YP in a quiet setting
- Explain confidentiality protocol
- Listen rather than give advice
- Check for clarification/ make notes for accurate information

PASSING ON INFORMATION

- If in doubt about YP safety see Child Protection Co-ordinator
- Complete SEEMIS referral to Pupil Support/ Mental Health Referral
- · Give date, time and summary of conversation



MENTAL HEALTH FIRST AIDERS

Staff specially trained to respond to a YP or adult in a mental health crisis. They have an understanding of a variety of mental health conditions and are trained to listen and support someone in crisis.



Working with Parents

Parents are a vital part of the support network for our young people and can often be in need of support themselves. In order to support parents we will:

- Highlight sources of information and support about mental health issues on our school website
- Ensure all parents are aware of who the relevant points of contact are in the school and who they should talk to if they have concerns about their young person
- Make our mental Health Policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their young people through our regular information evenings
- Keep parents informed about events , areas of focus in the school through Twitter feeds

Where it is deemed that contact with parents is required, we need a sensitive approach. Before disclosing to parents we should consider the following:

- Can the meeting happen face to face? This is preferable
- Who should be present? Consider parents, the young person, member of staff
- What are the aims of the meeting?
- It can be shocking and upsetting for parents to learn of mental health Concerns. We should be accepting of this (within reason) give the parent time to reflect.

Where relevant we would highlight useful sources of information. Parents should be clear who they should contact with concerns and have agreed next steps. A brief record should be kept in the young person's PPR file or pastoral notes.

Training

We are committed to provide as many training opportunities for staff, young people and where relevant parents. This is an ongoing challenge for us as we commit to keeping abreast of new studies, techniques and approaches that positively impact on our school community.

Staff Wellbeing

Today, people feel under immense pressure both inside and outside of work and our school staff are no different. We take our duty of care towards our staff seriously and firmly believe that when people feel valued and listened to they are happier and healthier, they work harder, get better results, and there is a much more pleasant atmosphere in the workplace.

We encourage an 'open door' policy where staff can feel able to share issues with us and feel supported to proactively address any issues.

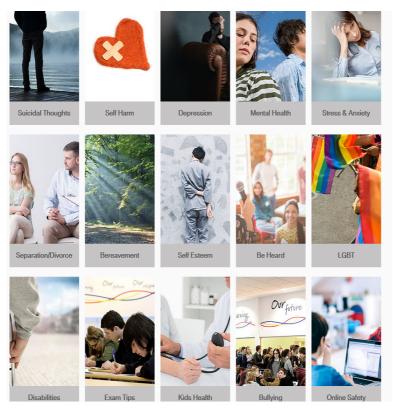
Our social and wellbeing committees are very proactive in the school in organising a full programme of event that take place throughout the year. This includes social event, Health days and a variety of health related activities including – healthy food choices, dancing, mindfulness and opportunities to engage in holistic therapies both in the school setting and outwith.

Website

Our school website has a dedicated section for Wellbeing which covers:

- Mental Health
- Emotional Support
- School Supports
- Parent Support

There are then a number of subtopics with hyperlinks to supports/resources that may provide help in these area. (Detailed below)



Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in February 2022.



Health and Wellbeing Referral

| Pupil | Class | |
|-------------|-------|--|
| Notified by | Date | |
| Department | | |

Please give a report on this pupil's wellbeing under the following headings and return to the guidance teacher.

Please note your concerns where appropriate. It is not necessary to complete every box. Used in conjunction with the measuring outcomes in South Ayrshire Wellbeing Web.

| | | Wellbeing Needs |
|---------------|--|-----------------|
| Safe | Is the pupil judged to be safe? Are there concerns about any risk taking behaviour? e.g self harm, drugs, alcohol, under age sex, change in care arrangements. | |
| Healthy | Is the pupil judged to be healthy? Including diet, exercise, physical and mental issues.e.g. mood swings, depressed, unkempt, weight issues | |
| Achieving | Is the pupil's progress in line with expectation? Is homework completed regularly? Are there any barriers to learning? | |
| Nurtured | Does the child present as cared for and thriving? Are they on time for class? Do they attend school regularly? | |
| Active | Does the pupil engage and participate fully in classroom activities? | |
| Respecte d | Does the pupil have the opportunity to be heard and involved in classroom activities which affect them? e.g.peer relationships issues, respect to staff | |

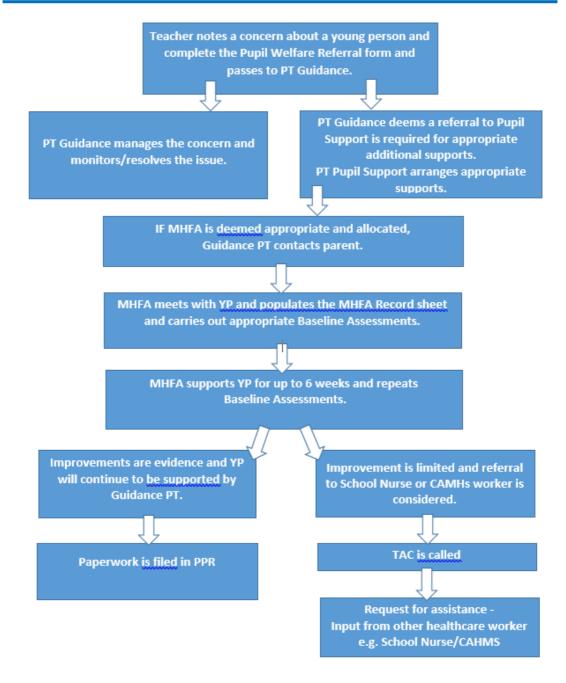
| Responsi ble | Does the pupil display appropriate social skills and behaviour? Do they show consideration for others and demonstrate an understanding of right and wrong? Are they able to follow classroom/school rules? E.g. learner motivation/equipment etc | |
|-----------------|--|--|
| Included | Does the pupil have the ability to integrate with their peers? Do other pupils include them in group activities? | |

Action taken by Guidance Staff:



KYLE ACADEMY WELLBEING ALERT FLOWCHART







South Ayrshire Council Flowchart for Mental Health Support for Children & Young People (Secondary)



