



Le Rocquier School
Learn, Respect and Succeed

Le Rocquier School	Mental Health and Wellbeing Policy – Students
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The Importance of Mental Health and Wellbeing

At Le Rocquier School we aim to promote positive Mental health and Wellbeing for our whole school community; students, staff, parents, and carers, and recognise how important Mental Health and Emotional Health is to our lives in just the same way as physical health is. Our school culture allows for voices to heard, to ensure a safe and supportive environment for all.

We recognise that children’s mental health is a crucial factor in their overall wellbeing and can have a significant impact on their learning, achievement, and aspirations. Conversely, persistent problems with mental health can lead to students having significantly greater difficulty in learning. Schools have a place in the overall development of good mental health in children and as such can provide a nurturing and supportive environment that has a potential to develop self-esteem and to model positive experiences for overcoming adversity and building resilience. For some students, school may be a respite from difficult home lives. In offering positive role models and relationships, schools can engender a sense of belonging and community.

Our aim is to develop the protective factors which will contribute to a greater understanding of Mental Health and build resilience to Mental Health problems.

We aim to be a school where:

- All students are valued.
- Students feel safe and have a sense of belonging.
- There is an Increase in understanding and awareness of common mental health issues.
- Students feel able to talk openly with trusted adults about their problems without any undue stigma.
- Positive mental health is promoted, understood, and valued.

Aims

This policy details.

- How we offer a positive promotion of mental health and emotional wellbeing in all students.
- How we provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- How we develop evidence-based practices in the development of good mental health.
- How we develop resilience amongst students and raise awareness of resilience building techniques.
- How we identify and students with Mental health needs.
- How we train and support all staff to understand Mental Health and spot early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Where staff, parents and students can get advice and support.

Definition of Mental Health

Le Rocquier school uses the World Health Organisation's definition on Mental health and Wellbeing:

“...Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.”

Mental health is not just the absence of mental health problems, it is the recognition that we all have mental health all the time. To be able to understand, recognise and manage mental health is our aim. We want all our students to.

- Manage at times of stress.
- Effectively deal with change
- Be able to express a range of emotions appropriately.
- Feel confident and valued in themselves.
- Be able to make and maintain positive relationships with others.
- Recognise their potential to learn and achieve.

Whole school approach to Mental Health

We take a whole school approach to promoting Mental health¹ that allows a preventative approach to Mental Health, ensuring clarity of support, interventions, and skills 'beyond the school' are understood.

This encompasses eight areas.

- An ethos and environment that promotes respect, and values diversity.
- Leadership and management that supports and champions efforts to promote emotional health and wellbeing.
- Staff development to support their own wellbeing and that of students and learners.
- Curriculum teaching and learning to promote resilience and support social and emotional learning.
- Enabling student voice to influence decisions.
- Identifying the need for and monitoring the impact of interventions.
- Targeted support and appropriate referrals.
- Working with parents and carers.

Roles and Responsibilities

We believe that all Le Rocquier school staff have a responsibility to promote positive mental health and to understand risk and protective factors for mental health. We will ensure all staff take responsibility to promote the mental health and resilience of students and to have the skills to recognise early warning signs of mental health problems to then ensure that students with these needs have access to early intervention and the support they need.

Early Identification may include.

- Identify individuals that might need support.
- Working with the School Office staff who are often the first point of contact with families seeking support.
- Analysing suspensions, visits to the medical room, attendance, and behaviour
- Student surveys at the beginning of the school year
- Staff report concerns about individual students to the Inclusion Manager/SENDCo/ Mental Health Lead and Designated Safeguarding Leads.
- Worry boxes in each class for students to raise concerns which are checked by the class teacher.
- Weekly staff briefing with the inclusion team for staff to raise concerns/plans/actions about individual children.
- Gathering information from a previous school at transfer or transition.
- Parental meetings.

¹ [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- Enabling students to raise concerns to class teacher and support staff.
- Enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'.
- Meetings with outside support services such as CAMHS, CAMHS EIT, SALT, ASD Outreach or Educational Psychologists

Common risk signs may include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly.
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause.

All staff will also understand the wider biopsychosocial risk factors that might make some students more vulnerable to mental health issues. These can include:

- A physical long-term illness.
- Persistent medical pain.
- Having a parent/s who has a mental Health difficulty.
- Bereavement.
- Loss, such as the loss of friendships or a family breakdown.
- Bullying.

Promoting Resilience

To promote positive mental health, it is important that schools understand protective factors that can enable students to be resilient when they encounter problems and challenges. The role that Le Rocquier school plays in promoting the resilience of their students is significant. Schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Risk and protective/resilience factors that are believed to be associated with Mental Health outcomes:²

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> ● Low IQ and Learning disabilities ● Specific development delay or neurodiversity ● Communication difficulties ● Difficult temperament ● Physical illness ● Academic failure ● Low self esteem ● Genetic influences 	<ul style="list-style-type: none"> ● Secure attachment experience ● Good communication skills, sociability ● Being a planner and having a belief in control ● Humour ● A positive attitude ● Experiences of success and achievement ● Faith or spirituality ● Capacity to reflect

	Risk Factors	Protective Factors
In the Family	<ul style="list-style-type: none"> ● Overt parental conflict including domestic violence ● Family breakdown (including where children are taken into care or adopted) ● Inconsistent or unclear discipline ● Hostile and rejecting relationships ● Failure to adapt to a child's changing needs ● Physical, sexual, emotional abuse or neglect ● Parental psychiatric illness ● Parental criminality, alcoholism or personality disorder ● Death or loss - including loss of friendship 	<ul style="list-style-type: none"> ● At least one good parent-child relationship (or one supportive adult) ● Affection ● Clear, consistent discipline ● Support for education ● Supportive long term relationship or the absence of severe discord

	Risk Factors	Protective Factors
In the Community	<ul style="list-style-type: none"> ● Socio-economic disadvantage ● Homelessness ● Disaster, accidents, war or other overwhelming events ● Discrimination ● Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation ● Other significant life events 	<ul style="list-style-type: none"> ● Wider support network ● Good housing ● High standards of living ● High morale school with positive policies for behaviour, attitudes, and anti-bullying ● Opportunities for valued social roles ● Range of sport/leisure activities

² <https://www.gov.uk/government/publications/commissioning-of-public-health-services-for-children/school-aged-years-high-impact-area-1-supporting-resilience-and-wellbeing>

<p>In the School</p>	<ul style="list-style-type: none"> ● Bullying including online (cyber) ● Discrimination ● Breakdown or lack of positive friendships ● Deviant peer influences ● Peer pressure ● Peer on peer abuse ● Poor student to teacher/school staff relationship 	<ul style="list-style-type: none"> ● Clear policies on behaviour and bullying ● Staff behaviour policy (also known as code of conduct) ● Open door policy for children to raise problems ● A whole school approach to promoting good mental health ● Good student to teacher/school/staff relationships ● Positive classroom management ● A sense of belonging ● Positive peer influences ● Positive friendships ● Effective safeguarding and child protection policies ● An effective early help process ● Understanding their role in and be part of effective multi agency working ● Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively
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Disclosure

All staff are aware that behaviour such as disruption or aggressive behaviour can be caused by several factors. Mental health problems may be one, however, the cause may not just be anxiety/stress alone, there may be other factors related to home problems, peer relationships or development.

If there is a concern that a student is in immediate harm, intervention, a risk assessment, and plan will be made in accordance with the school's child protection procedures and conduct.

Verbal Disclosures by Students

We recognise the importance of staff creating a supportive, non-judgemental, and listening environment at times when students are disclosing a concern about themselves or a friend. Staff will listen rather than advise. Staff are clear that the concern will be shared with the Designated Safeguarding Lead and recorded to provide the most appropriate support to the student.

Non-Verbal Disclosures by Students

Staff also recognise unusual and persistent non – verbal behaviours in line with NICE (National Institute of Clinical Excellence) recommendation that behaviour may be a message or unmet need. This information will be shared with the designated safeguarding lead and information stored as appropriate.

Assessment, Interventions and Support

From recorded and documented raised concern, assessment will be based on levels of need to ensure students get the most appropriate support they need, either from the school or from external services. Intervention is to be as soon as possible to prevent any undue problems escalating. Recorded safeguarding concerns are reviewed regularly.

Confidentiality

All disclosures are recorded and held on the student's confidential file, including date, name of student and member of staff to whom they disclosed, summary of the disclosure and next steps. All disclosures will be recorded confidentially on the My Concern, to inform the Designated Safeguarding Lead. The Safeguarding and Child Protection Policy will then ensure that the right people and services are notified and involved.

While all school staff can be responsible for awareness and of signposting for students to access the right support when needed, there will be key staff who have the capacity to intervene further by:

- Leading and working with other staff members to coordinate whole school activities to promote positive Mental Health
- Providing advice and support to staff and organises training and updates.
- Keeping staff up to date with information about what support is available.
- Liaising with the PSHE Leader on teaching about Mental Health
- Being the first point of contact and communication with mental health services
- Leading on and making referrals to services

Key Staff

Early Intervention Team (EIT)

- Early Intervention Lead – Mr Bennett
- ELSA / Wellbeing Team – Mrs Coles, Ms Dingle, Mrs Deakin, Mrs Geissmar, Mrs Jones
- School Based Counsellor – Miss Allison

The inclusion Team:

- Designated Safeguarding Lead – Miss Eastham
- SENDCo – Mr Nerac
- Education Welfare Officers – Mrs Devereux & Mrs Ross
- Head of Social Science (PSHE / Careers) – Mr Lodge
- Mental Health First Aid Champions – One per faculty/team across the school

Senior Leadership Team

- Headteacher – Mr Adkin
- Deputy Headteacher – Mrs Shipton-Taylor
- Assistant Headteacher – Mrs Stier

We recognise that many problems and behaviours can be supported within the school context and environment, but at times with advice and support from external organisations. Some students will need more intensive support. Our key staff can facilitate this additional support.

There are a wide range of Mental Health professionals and organisation that can provide support to students with Mental health needs and their families. We work with and can refer to.

- Child and Adolescent Mental Health (CAMHS) - core meetings to support staff to manage mental health needs of students.
- CAMHS Early Intervention Team – Support Mild to moderate emotional wellbeing and mental health problems of children/young people early on in their development through brief assessment and liaison
- Educational Psychologist
- Autism Service
- Family Support Worker - supporting a family/parenting support.
- School Nurse - for any medical/health needs
- Primary Mental Health Worker – for further signposting to services
- Mind Jersey - counselling support for those with mid-level mental health needs.
- The Youth Service - 1:1 support for students in need, particularly if risky behaviour outside of school is happening.
- Silkworms - For those need support as they are affected by parent addiction.
- SEMHIT - Social, emotional, and mental health intervention team, for mid-level SEMH needs.
- Education Psychologist - for those needing a cognitive or emotional assessment.

Supporting Students Mental Health

We Believe we have a key role in promoting student's Mental Health and helping prevent Mental health problems. Our school will be developing a wide range of strategies and approaches including:

Whole school approaches

- Mental health and Wellbeing focus throughout the school ethos and PSHE curriculum
- . b Mindfulness in schools (MISP) taught from year 7 within PSHE
- Year-round talks, education, and themes though assemblies and the Calander year
- Anna Freud schools in Mind resources
- Information displayed throughout the school about Mental health and where to go for help and support from the school or outside of school.
- Form time to incorporate Mental Wellbeing themes
- Education for Parents and staff on Mental Health to reinforce student learning around Mental Health.
- Nature based education.
- Daily mental health skills in classes (. b mindfulness/compliment boards etc)

Individual Learning Plan

When a student has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, a Learning Plan will be produced. This is for all teaching staff to use as a guide to support the student in lessons. The development of the learning plan will involve the student and other key adults around them, as necessary.

The Learning Plan will include:

- Details of the student's situation/condition/diagnosis
- Special requirements or strategies
- Medication and any side effects
- Specific staff for the student to go to, should an issue arise.

Sources of Support

We will ensure that staff, students, and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school

We will share and display relevant information about support services and events through noticeboards, TV screens, toilets etc and through our communication channels (newsletters, website).

The aim of this is to ensure students understand:

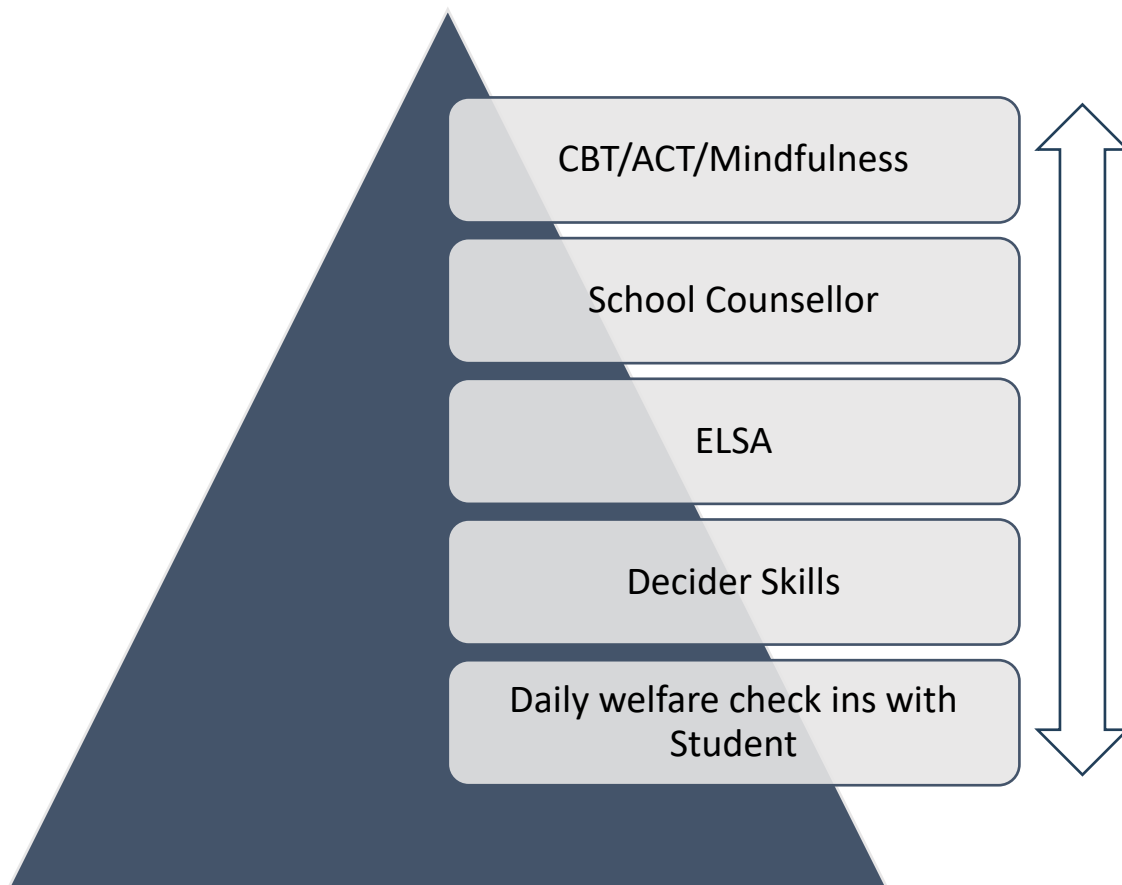
- What help is available.
- Who it is aimed at.
- How to access it.

Involving students

- We seek Students views and feedback on our approaches to mental health and wellbeing through.
- We have a group of peer students who have received training on Mental Health
- We have anti bully ambassadors.

Graduated Approach

At Le Rocquier school, we have a 'Graduated approach' to Mental Health support, whereby, the Early Intervention team, on assessment, decide as to the most relevant type of support available that is currently the most appropriate for the student.



- Check-in with form tutor - daily 1:1 with their form tutor.
- Check in with Head of Year - 1:1 check in each day with the Head of Year
- Decider skills – Brief intervention to teach children the skills to recognise their own thoughts, feelings, and behaviours, enabling them to monitor and manage their own emotions and Mental Health.
- ELSA – Brief intervention on Emotional Literacy for those who are struggling to express how they feel appropriately.
- Check in/support with the Education Welfare officer - for those needing daily support to attend school.
- School Counsellor - for those needing regular counselling.
- Cognitive Behaviour/ ACT/Mindfulness - More in-depth support from Mr Bennett

Outside of school

We can refer to the following services:

- Youth Enquiry Service (YES) – for young people aged 12 – 25 only.
- NPSCC Seeking Solutions
- The Samaritans – for support during a crisis / needing someone to talk to immediately.
- KOOTH – Free online counselling service for teenagers
- The GP – for any health or wellbeing needs
- My Time for young carers
- Youthful minds
- Jersey Hospice care
- Autism Jersey
- Brook
- Brighter futures
- The bridge
- LGBTQ youth

Involving Parents & Carers

We recognise the important role parents and carers have supporting and promoting the social, emotional Mental health and Wellbeing needs of their children.

To support Parents and Carers:

- We will organise a wide range of Mental health workshops provided by both, the skilled staff within the school, and expertise from all sectors of support. This will include topics such as anxiety, low mood, stress, or sleep.
- We will organise Mindfulness Groups and self-care for parents/carers.
- We have an open-door policy.
- We have regular meetings to support parents/carers of children with mental health needs.
- We signpost to appropriate organisations and groups about mental health and wellbeing via our website.

If concerns are raised about a student:

- The school will contact parents/carers and meet with them.
- In most cases the parents or carers will be involved with any support provided by the school. However, if there are any child protection issues, this may not happen.
- The school will discuss how the parents and carers can help to support the student.
- The school will keep records of any meetings.
- We will look to all parties to help create an action plan of support.
- Parents and carers will always be informed if their child is in danger.

Governors Agreement

Name:

Signature:

Date: