



Durham High School

Mental Health and Social and Emotional Wellbeing Policy

This policy applies to the whole School and is published to parents and pupils

Updated: Sept 2023
Next review: September 2024

Rationale

National view

"Good mental health is important for helping children and young people to develop and thrive". Promoting children and young people's mental health and wellbeing (2021), Public Health England.

The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017.

As a nation, pre the COVID-19 pandemic, we were increasingly aware of the numbers of children young people and adults who were experiencing periods of mental ill health, and the fact that this can limit their opportunities to reach their potential and contribute to society.

"Even as we slowly resume our pre-pandemic lives, the effects of lockdown will still linger. Conquering the struggles of the pandemic has been a huge accomplishment in itself – but worries and anxieties about the future still remain. Many people faced mental health difficulties before the pandemic, and it is those who were struggling before that have been hit hardest" Coronavirus: the consequences for mental health The ongoing impact of the coronavirus pandemic on people with mental health problems across England and Wales July 2021- Mind.

Many reports have been published during the pandemic, outlining the consequences of it on children, young people, and adults. The majority of these reports set out an expected rise in demand for mental health services due to the pandemic and how mental health services could prepare for this. These articles explain that the pandemic has affected people's mental health and wellbeing through a combination of the wider effects of the pandemic on society (such as socio-economic disadvantages) and public health measures to prevent the spread of the virus (such as lockdowns).

The charity Mind's report, The mental health emergency: How has the coronavirus pandemic impacted our mental health (PDF) (June 2020) highlighted that more than half of adults and over two-thirds of young people said their mental health had deteriorated during the period of lockdown restrictions

The National Institute for Health Care Excellence is clear in its advice to schools, that developing a 'Whole School Approach' to promoting mental health has shown clear benefits in contributing to the wellbeing of students. This approach goes beyond teaching and learning and pervades all aspects of the life of the school (Promoting children and young people's emotional health and wellbeing).

Local view

Coping Consultation Report, November 2021 - Consultation led by DYC Mental Health Sub-Group. Durham Youth Council were approached by Health Watch, Co. Durham to carry out both an inhouse and out of house consultation to gather the opinions of Young People with regards to how they cope with stress, anxiety, worries and emotions and what strategies and resources they use to support themselves and others. Feedback from this consultation clearly showed that young people think that mental health relates to how 'stable' a person is emotionally. Young people seem to associate mental health as a negative thing and

some believe that when we talk about mental health, we are referring to people that don't have 'good' mental health.

A key point that came out of this consultation was that young people mostly worry about school, relationships and communicating. This includes things like exam results, attendance, making good progress, meeting deadlines, and getting things completed. They worry about family members and friends, specifically, they worry about the health, wellbeing and safety of their loved ones. There were a few references made with regards to young people worrying about their loved ones dying or becoming very ill. Covid was rarely mentioned in any of the young people's comments.

Young people were also particularly worried about falling out with friends or losing friends to their peers. Young people were worried about how they are perceived by others and how this is communicated, they worried about opinions of others and how these impact on how people view them or behave and react around them. More so, young people were worried about how people judge them based on their appearance, how they dress, their weight and physical features.

Young people also talked about the lack of understanding from others, they advised that more people being more knowledgeable about young person's mental health would mean better support for young people. There were a lot of references made that would suggest young people feel 'undermined' or aren't 'taken seriously' when it comes to their thoughts, feelings and mental health. With reference to young people being 'dramatic' or 'hormonal' and that issues and problems relating to young people aren't necessarily 'important'.

When we asked our parents what they most wanted for their children at school, we learned their overriding priority was for their children to be happy, safe, and well educated, through a love of learning with hope for their future.

When we asked our students, they indicated that they would like to learn more about how to manage stress, difficult feelings, and how to understand their mental health, in the same way as they are learning about their physical health.

When we asked our teachers, they stated that they would value learning more about how they can directly influence and impact on a mentally healthier environment within which young people can work, learn and thrive.

When we asked our stakeholders, which include Governors, affirmed that they fully support this evolving strategy and its policy. They indicated that they are behind a whole school approach, and that this is a high priority, and fundamental to any learning environment.

Definition of social and emotional wellbeing and mental health problems.

At Durham High School we use the National Children's Bureau definitions:

'social and emotional well-being' refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.

'mental health problems' refers to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems.

Policy Statement

Durham High School recognises that, in order to help pupils succeed in our School aims, we have an important role to play in supporting children to be resilient and mentally healthy.

Our School aims are:

- To create a friendly, caring community based on Christian principles where every individual is valued
- To develop the potential of every girl in all areas of her life
- To encourage academic excellence and a lifelong love of learning.

The Department for Education states that "It is widely recognised that a child's emotional health and wellbeing influences cognitive development and learning, as well as their physical health and mental wellbeing into adulthood".

In an average classroom of 30 pupils, three children will be suffering from a diagnosable mental health problem; this may be in addition to emotional, or behavioural difficulties.

At Durham High School we recognise our class sizes are smaller than average and so, it is identified that many classrooms have a higher number of children suffering from mental health problems.

We aim to:

- Promote social and emotional wellbeing for every pupil, parent/carer and staff member.
- Promote a secure and stable environment for children affected both directly and indirectly by mental health problems
- Remain informed, inspired and influenced by national policy guidance within the DfE and Public Health England.
- Ensure a whole school approach to development and delivery.
- Ensure a whole community contribution to development and delivery, including pupils and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
- Connect with our partner schools through our charitable status to share good practice.
- To schedule the Mental Health Strategy as a regular agenda item on Senior Leadership Team and Governor Meetings.

We will;

- Pursue our vision by using both universal, whole school, specialised, and targeted approaches to support all of the school community
- Create an approach on the principles taken from the national minimum standards (2015) (section 3 pp 8, 9) and the 8 key principles identified in 'Promoting Children and Young people Emotional Health and Wellbeing' (2015).
- Ensure that this Mental Health and Emotional Wellbeing Policy complement all other current school strategies and policies.
- Review the Mental Health Strategy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.
- Produce a summary of implemented delivery, outcome and next step

- developments annually.
- Ensure our Mental Health Policy is available on our website.

This policy describes the school’s approach to promoting positive social emotional wellbeing and it is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our Safeguarding and Child Protection Policy and our medical policy. Should a student’s mental health overlap or be linked to a medical issue; the SEND policy, where a student may have an identified special educational need and the Safeguarding policy, in relation to prompt action and wider concerns of vulnerability will be employed.



At Durham High School we have chosen to use this Eight Principle approach to develop our School Mental Health and Emotional Wellbeing policy and evidence it in action. These eight principles take into account links with our local community and national guidance surrounding children’s developing mental health and well-being. The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges:

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Durham High School.

Principle 1 – Leadership and Management

At the core of these eight principles is Leadership and Management. The commitment and drive are key in embedding this policy at the heart of our school.

At Durham High School our Acting Principal, Michelle Hill, is leading the development of our Whole School Mental Health Strategy, with support from the Senior Leadership Team and Board of Governors.

We have now appointed, Mrs Katherine Barker, as Mental Health Champion within our Governing Body.

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils.

Staff with a specific, relevant responsibility includes:

- Mrs Michelle Hill – Acting Principal, Designated Safeguarding Lead (DSL) and Senior Mental Health Lead
- Mrs Kathryn Hall – EYFS and KS1 Mental Health Lead, Deputy DSL
- Mrs Judith Lonsdale – KS2 and KS3 Mental Health Lead, Deputy DSL
- Mrs Clare Wheeler – KS4 and KS5, Deputy DSL
- Mrs Angela Lee – SENDCO
- Ms Gwen Casey – Coordinator of PSHCCE
- Mr Ian Quigley – Mental Health Nurse, School Counsellor and Staff Mental Health Lead.

Community and National Support

- The School has invested in The Wellbeing Hub, to gain access to up-to-date national perspectives on mental health information and strategies to support mental health problems.
- Links with Gillis Lane Primary School, to develop the mental health strategy further and share ideas and resources.
- Supervision used for Designated Safeguarding leads, Deputy Designated Safeguarding Leads and Mental Health Leads.
- Training from outside agencies on updated mental health problems.
- Vice Principle sits on the Durham Education Safeguarding Partnership board, representing Independent Schools.
- Liaising with external agencies to support children's mental health.
- Links with GSA to keep updated on the national picture in relation to the impact of mental health on girls' education.

Principle 2 – School Ethos and Environment

At Durham High School, children and young people come first, and our priority is to deliver high quality teaching and learning, within a culture of celebrating Key staff individual effort and progress. This is within an environment that celebrates diversity and promotes inclusion and respect for all. We want every child to be successful, and to reach for success from the first day they join us, leaving the school with a love of learning that lasts throughout life.

We recognise that in order to embed this ethos, we need to promote an environment that focusses on the whole school's emotional wellbeing. We have considered this through both the physical environment of the school and the emotional culture that is promoted throughout the school.

Our Whole School Approach does this by:

School

- Our exemplary pastoral care system
- Our school policies including: Behaviour and Rewards, Anti-Bullying, Inclusion and Safeguarding and child protection.
- We create a sense of belonging by celebrating individual and team achievements, both inside and outside school events.

Examples of how it looks within our School:

- Promotion of Mental Health, through Form time activities and the extra-curricular timetable, enabling children's learning to foster resilience and self-efficacy.
- Presentations to children and families, school displays and Mental Health and Wellbeing newsletters
- Access to the School Mental Health Leads (1:1 or group interventions)
- Access to the School Counsellor
- Key staff trained in Forest School. We encourage outdoor learning opportunities through outdoor education days, outdoor learning area, the residential trips and field trips. We believe this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on social and emotional wellbeing.
- We teach the school values and ethos in our PSHCCE lessons, including focusing on kindness, staying safe, respecting others and valuing difference.
- Our School Council play a part in embedding our ethos and values.
- We have a progressive and structured whole school PSHCCE programme
- We offer calming down spaces, available in school for those children that need it such as 'The Quiet Room' and the 'Wellbeing Room'.
- We have access to advice and support from the Educational Psychologist
- Mindfulness is used in many classes across the school and different techniques to manage stress are taught in Y11 Health and Wellbeing lessons.
- After school yoga club
- Inside play available at lunchtime for children who need it

- Growth mindset language is promoted across the school and is an integral part of our school ethos
- Buddy system in place, where older children support younger children both at play times and with learning.
- We let parents' know about how we talk about looking after our mental health, through our school website, emails, information leaflets and at new parents evenings.
- Training students to become Mental Health Ambassadors and Champions
- Delivering the Student Breakthrough Student Mentoring Scheme
- Section and year group assemblies to focus on key issues in an age-appropriate manner
- Whole school celebration of Mental Health Week.
- Notice boards - visual display

Community

These are some examples of how it looks within our school that we are proud of;

- We have forged links with our local community, who in turn contribute to assemblies about Mental Health and Wellbeing, as well as linking with both groups and individual children, e.g. Josephine Butler College.
- 6th Form Enrichment programme -speakers from a variety of disciplines and walks of life are invited into school to deliver talks to the Sixth Form about important matters that can impact on their mental health and wellbeing. Students are given the opportunity to discuss any questions and / or concerns during these presentations. Any follow-up action is then dealt with by the Head of Sixth Form
- Supervision used for all Mental Health Leads and Safeguarding Leads and Deputies.
- Links with Gillis Lane Primary, sharing wellbeing resources
- Outside space that children can access as part of the curriculum or during breaktimes.
- Working with outside agencies on different projects that show our embedded values and ethos e.g. Fundraising for Mental Health Charities, working alongside Durham Youth Council to gather pupil voice.

- The organisation of parent zoom conferences lead by key specialists in Mental Health from within our parent and wider community.

Nationally

- Our Mental Health leads are designated members of staff with a responsibility to stay informed of national guidance and policies regarding mental health.
- Use opportunities from National Mental Health week to promote awareness.
- Uses national resources on display around the school e.g. Samaritans, Childline, Time to Change to promote opportunities for help seeking information.

Principle 3 – Curriculum Teaching and Learning.

We know that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing (*Promoting Children and Young People's Emotional health and Wellbeing*). With this in mind, we have sought to enhance knowledge and skills around mental health across the curriculum, as well as through targeted subjects such as PSHCCE.

School

These are examples of how it looks within our school:

- Our DHS PSHCCE programme is based on the PSHE Association Framework and covers the three main themes:
 - Living in the wider world
 - Health and Wellbeing
 - Relationships and Sex education.
- Each of those themes has been broken down into 6 strands which are covered spirally throughout each year group:
 - Relationships and Sex
 - Health and Wellbeing
 - Citizenship
 - Careers
 - Finance and Economic Wellbeing
 - Staying Safe / Drugs (Year 9 and above)
- In Pre-Prep and Prep Departments pupils have one timetabled lesson of PSHCCE per week with Kathryn Hall, and class teachers also allocate additional 'Circle Time' to discuss any personal, social and emotional topics which may arise over the course of the school week.
- Year 7 are timetabled one lesson per week for PSHCCE and have two, twenty-minute tutor periods a week, following the strands above.

- In Years 8 to 11, pupils take part in one timetabled lesson per fortnight and two, twenty-minute tutor periods a week which follows the above strands.
- In the Sixth Form, students take part in one timetabled Enrichment lesson per fortnight and two, twenty-minute tutor periods a week which follows the above strands.

Exercise – There is a strong link between good physical and mental health. We explore this in our PSHCCE lessons and through our extensive extra-curricular offer. PE is timetabled for every year group, including Sixth Form.

- We provide Mental Health education through our PSHCCE curriculum.
- Student Voice reflection sheets are carried out after each PSHCCE strand rotation. Pupils are given the opportunity to feedback on the curriculum and what they enjoyed, how it will help them when they leave DHS, and any suggested improvements they would like to make.
- Outdoor Learning sessions take place with a trained member of staff. Pre-Prep Department enjoy an afternoon session each week. Prep Department classes take part in fortnightly sessions.
- Time-out is an option for all children should they need it.
- We learn about keeping ourselves and others safe.
- Staff model and discuss the importance of mental health.
- We encourage growth mindset in our classrooms and across the school. This has a positive impact on self-esteem, resilience, ability to accept challenge and perseverance.
- Whole School assemblies in Senior Department to promote mental health.
- Heads of Year plan and delivery year group assemblies with themes linked to positive social and emotional wellbeing.
- Whole school rewards, with a focus on positive behaviours and kindness.
- All pupils are involved in House events promoting a sense of belonging and releasing endorphins to help them feel good.
- At key times of the year, the PSHCCE curriculum focuses on transition for Year 6, Year 11 and Year 13. It explores the normal feelings that pupils experience at these times, and helps give perspective on how to manage them.
- Year 11 and Year 13 take part in workshops to promote positive emotional health and wellbeing, experiencing , both as individuals and Tai Chi, Yoga and mindfulness in the run up to their external exams.
- Pupils from Year 4 to Upper 6th are trained as Mental Health Ambassadors through the 'One Goal' Ambassador programme. These pupils facilitate opportunities to talk

about positive emotional health and wellbeing and how we can approach mental health problems, both as individuals and with our peers. They support the Mental Health Leads through School.

- The use of wellbeing questionnaires, along with staff's knowledge of our learning community, helps to coordinate and target the provision of the Mental Health Leads and the School Counsellor.
- In Pre-Prep and Prep Departments, each year group's PSHCCE lesson takes place in the Wellbeing Room. This facility can also be accessed by teaching staff to further explore PSHCCE themes through resources available in the setting, or as a tranquil location for *reflection* and *mindfulness*.

Community

- Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion.
- Life skills days such as water safety, road safety, fire safety, bikeability and internet safety. Awareness raising of the dangers of using illegal substances. Dealing with addictive habits and behaviours and where to access help and support.

Nationally

- We use PSHE Association resources to develop underpinning skills and attributes applicable to all aspects of life. This has proven benefits to children and young people's mental health, both mental and physical (www.pshe-association.org.uk)
- We promote the NSPCC safeguarding campaign 'Talk Pants' in Pre-Prep and Prep Departments.
- In Senior Department, we use the Home Office – 'Something is not right' resource to explore unhealthy relationships and sexual violence, and the Everyone is Invited Movement.
- We have the mindfulness app, and pupils are encouraged to download the Headspace App.
- Pupils, parents, and staff have access to the Wellbeing Hub which has PSHCCE resources linked to positive social and emotional wellbeing, and signposts to support agencies.
- All pupils are given sign-posting help sheets for the Drugs, Health and Wellbeing, and Relationships and Sex strands. These signpost to in-house, local and national support organisations.

Principle 4 – Pupil Voice

Involving children in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have

some control over their lives (*Promoting Children and Young People's Emotional Health and Wellbeing*).

We are committed to providing structures that allow children to play an active role in developing a mentally healthy school.

School

These are examples of how it looks within our school;

- Our School Mental Health questionnaires give us a broad overview of our pupils' mental health, the topics they want to learn more about and the kind of wellbeing activities they would like to take part in, to maintain good social and emotional wellbeing.
- Student Voice reflection sheets are carried out after each PSHCCE Strand rotation. Pupils are given the opportunity to feedback on the curriculum and what they enjoyed, how it will help them when they leave DHS, and any suggested improvements they would like to make.
- Our One Goal, Wellbeing Ambassadors, facilitate children finding and establishing a voice.
- Within Circle time, staff create an environment that encourages all children to share their views and experiences.
- Some classes have a 'soft start' to the day where children embrace morning activities rather than having to go straight to carpet for register. This allows opportunities to talk, and be mindful, before learning starts.
- School Council promotes the child's voice across the school.
- During Team Around the Family meetings, or Child in Need meetings, the child's voice is paramount.
- Pupils are involved in staff interviews.
- We have House Captains that support decision making.
- We have the Sixth Form Leadership Team who support decision making, and lead the School Council and Eco Council.
- Pupils in Year's 7 and 8 publish a Social and Emotional Wellbeing Newsletter each half term with articles they have written themselves. This is disseminated to all pupils and parents.
- All pupils are represented on School Council where Form Reps are instrumental in ensuring pupil voice is heard and realised where possible.
- All pupils are represented at Eco Council through Eco Form Reps, who are involved in the work of the Eco Committee, including working towards our Bronze and Silver Eco Schools Award.
- Each Tutor Group leads one assembly throughout the year with a particular theme and these are often linked to issues surrounding mental health and wellbeing.

Community

- All pupils in Year 7 to Year 13 take part in Youth Parliament, voting to elect the members of Youth Parliament representing County Durham.
- We have a member of Youth Parliament who is a pupil at our School. She regularly speaks at local and national events, and feeds back to peers through School Council and Eco Council.
- All pupils in Year 7 to Year 13 take part in Durham Youth Council 'Make Your Mark' campaign to choose themes to be debated in Youth Parliament.
- Durham Youth Council regularly send links for pupils to be involved in surveys or petitions, such as Single use plastics, and Mental Health problems. These are built into the tutor programme and published on TEAMS pages.

Nationally

- We have access to Young Minds (www.youngminds.org.uk) for young people's views relating to their mental health, support and what they have found helpful. This link is on our website.
- All pupils aged 10 and upwards can share their views on the Wellbeing Hub website and can ask questions relating to PSHCE, Careers or Mental Health problems.

Principle 5 – Staff development, health and wellbeing

'Well-being in schools starts with the staff; they are the front line of this work...' (NCB Framework for promoting well-being and responding to mental health in schools).

At Durham High School we place the wellbeing and development of staff as a high priority, believing all school staff play a vital role in developing and supporting the emotional health and wellbeing of the children.

Principle 5 is split into two sections; the first is how staff are provided with the knowledge and understanding of pupils' wellbeing, and the second looks at how the school supports the development of staff wellbeing.

These are examples of how it looks in our school;

Staff 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 students safe.
- Regular updates given at staff meetings across the year to ensure staff increase their knowledge of social and emotional wellbeing and identify mental health problems in their pupils and know what to do if they have a concern.

- Through our Social and Emotional wellbeing questionnaires, staff are given the opportunity to share where they would like more training related to specific mental health problems. This then feeds into the CPD schedule for the year.
- All Staff have access to the Wellbeing Hub, which provides training and articles written by a child psychologist on mental health problems faced by young people and signposts staff to further reading and / or agencies which could support.
- School subscribes to SSS Learning, and National College, where staff can access training on safeguarding and mental health issues.
- The School links in with its local Skills Network and Local Safeguarding Partnerships, and staff are provided with opportunities to engage with training as it arises from these partners, including CAMHS training for Parents and Education Professionals.
- SENDCO and Mental Health Leads provide Individual Health Care plans and Safety plans where necessary for pupils identified as having Mental Health problems.
- Debriefing/ support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the Deputy Head Pastoral, Heads of Year and SENDCO.
- Team Teach Training, provided to key pastoral staff and SLT to facilitate de-escalation techniques.

Staff wellbeing

- The school is committed to achieving a healthy workforce by placing value on both physical and mental health.
- Social and Emotional Wellbeing governor appointed and jointly responsible to ensure staff wellbeing is paramount.
- Mental health problems can be triggered by stress arising from the workplace or outside work and social and emotional wellbeing at work is determined by the interaction between the working environment, the nature of the work and the individual.
- We would like to create a working environment that promotes and supports the wellbeing of all employees and encourages employees to take responsibility for their own social and emotional wellbeing.
- The school recognises that mental health problems can be triggered by excessive levels of work-related stress and that they have a duty of care to take measures, as reasonably practicable, to preserve the social and emotional wellbeing of its employees whilst at work.
- The school aims to:
 - Build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination;
 - Increase employee knowledge and awareness of mental health, including

- stress, and wellbeing issues and behaviours;
 - Promote a positive working environment that does not adversely impact on the social and emotional wellbeing of employees;
 - Support the effectiveness of its employees to enable them to fulfil the demands of their role;
 - Ensure that employees who have, or who have had, symptoms of mental health problems are treated responsibly and in an understanding manner.
- DHS has bought into the Wellbeing Survey which uses an evidence-built survey to gain anonymous feedback from staff, before giving the Leadership Team recommended actions and focus areas to positively impact our school. It aligns with the DFE Education Staff Wellbeing Charter which the School is committed to.
 - Staff Appraisal meetings incorporate discussions around staff's mental health and wellbeing.
 - The school recognises that the majority of people who experience mental health difficulties recover and learn to manage their symptoms, especially if they are supported in the early stages.

Available Support

<p>Wellbeing Hub All staff, pupils and parents will have 24/7 support provided by this service including:</p> <ul style="list-style-type: none"> • CPD training • Pupil Wellbeing Tools • Staff Wellbeing tools to help cope with the pressures of the job • Parental support and engagement <p>https://www.teentips.co.uk/wellbeing-hub/</p>	<p>Wellbeing Committee DHS have established a staff Wellbeing Committee who meet to discuss how we can promote good staff social and emotional wellbeing, including informing policy and practice. Each year we aim to promote and organise team building through various activities, and having fun, across all staff. Developing a culture of saying 'Thank you' so staff feel valued.</p> <p>See the poster on the staffroom notice board for more information.</p>	<p>Staff Mental Health Lead DHS have a dedicated Staff Mental Health Lead (Ian Quigley) who is accessible and supports any members of School staff. They can email him or speak to him face to face.</p> <p>School Counsellor – Ian Quigley i.quigley@dhsfg.org.uk (Tues and Thurs only)</p>
<p>Carer Friendly Employer DHS is a Carer friendly Employer and has teamed up with Durham County Council to publicise support available for people caring for others.</p> <p>Further information can be found on the Staff Notice board in the Staffroom.</p>	<p>Health Assured Employer Assistance Programme which offers:</p> <p>My Healthy Advantage app designed to support wellbeing with mood trackers, 4-week plans, mini health checks and more.</p> <p>24/7 confidential helpline. The people are trained to listen with care and without judgement regarding stress and anxiety, bereavement, family issues,</p>	<p>Citizens Advice Bureau (CAB) For advice relating to benefits, work, debt, consumer, family, housing, law and courts, immigration and health issues</p> <p>www.citizensadvice.org.uk 03444 111 444</p>

	<p>childcare support and referrals to Occupational Help.</p> <p>08000 327097</p> <p>Telephone and face to face counselling where you can talk to a local, qualified professional in a private and confidential setting.</p>	
<p>Education Support for all Helpline (0800 562561) is available 24/7 for everyone working in education including teachers, support staff, lecturers, administrators. Teachers and education staff can call us to talk through all kinds of concerns. https://www.educationsupport.org.uk/</p>	<p>Talking Changes Self-help and talking therapies service designed to help anyone living in the County Durham and Darlington area to deal with common mental health problems, such as stress, anxiety, depression, panic, phobias, OCD and post-traumatic stress disorder.</p> <p>Monday, Tuesday, and Thursday, 9am – 8pm, Wednesday and Friday, 9am – 5pm. www.talkingchanges.org.uk</p> <p>0191 333 3300</p>	<p>Trade Union Support Teaching staff have access to trade unions for support if needed and a nominated staff representative.</p>

<p>Supervision Fortnightly individual supervision is in place for staff who are working with particular children and families, and half termly group supervision with Mental Health Nurse.</p>	<p>Access to work To get help at work if you are disabled or have a health condition. www.gov.uk/access-to-work</p> <p>0800 1217479 Text phone: 0800 121 7579 Monday to Friday, 8am – 6pm</p>	<p>Samaritans For someone to talk to on any issue including:</p> <ul style="list-style-type: none"> • loss of a friend or family member; • Financial worries; • Job related or study stress; • Loneliness and isolation; • Depression; • Dependency on alcohol or other drugs; • Thoughts of suicide. <p>Telephone: 116 123 (free from landlines and mobiles, including PAYG)</p>
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<p>Cruse Bereavement care Provides support, advice and information to children, young people and adults when someone dies, offering face-to-face, telephone, email and website support.</p> <p>www.cruse.org.uk www.hopeagain.org.uk (specifically for children and young people)</p> <p>0808 808 1677 Monday and Friday, 9.30am – 5pm, Tuesday, Wednesday, and Thursday, 9.30am – 8pm</p>	<p>Macmillan Cancer Support Provides support for people who have been diagnosed with cancer, including advice on money and work.</p> <p>www.macmillan.org.uk</p> <p>0808 808 0000 Monday to Friday, 9am – 8pm</p>	<p>Age UK Information and advice relating to money and legal, health and wellbeing, care and support, travel and hobbies, work and learning.</p> <p>www.ageuk.org.uk 0800 0556112 8am – 7pm, 365 days per year</p>
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Principle 6 – Identifying need and monitoring impact.

In line with our ethos of celebrating inclusion, diversity and the successes of the individual we are keen to identify need in order to provide the appropriate supportive environment for children to flourish. We aim to identify children and young people with mental health needs as early as possible to prevent them escalating into more complex mental health needs.

School

These are examples of how it looks within our school;

Pupil wellbeing monitoring measures include:

- Staff observations
- Any changes in a child’s behaviour, attention, or presentation
- Any communication from the pupils regarding their emotions, feelings, or wellbeing.
- Pupil questionnaires

Warning Signs

Durham High School staff need to be aware of warning signs which indicate a student may be experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously; staff observing any of these should communicate their concerns to the DSL.

Possible warning signs 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
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism.

How to report concerns:

Any member of staff who is concerned about the social and emotional wellbeing of a child, should speak to the Head of Year in the first instance. The Head of Year will then decide if further intervention from the Key Stage Mental Health Lead is appropriate.

The Mental Health Lead will determine the level of intervention required:

- One to one session's provided for a set period of time each week, focusing on individual wellbeing outcomes (identified in the pupil goal resource used by the Mental Health Lead and the Young Person's Core measure)
- Group work each week, focusing on emotional wellbeing outcomes such as developing resilience, promoting positive attachments and role models, providing a secure base, enhancing self-esteem and self-efficiency.
- Referral onto the School Counsellor where appropriate.
- Referral into Early Help where appropriate.

Managing disclosures

- A student may choose to 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.
- If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental.
- Staff should listen rather than advise; first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why? As with any safeguarding issue, staff must not guarantee confidentiality.
- All disclosures should be recorded in writing and uploaded onto CPOMS. This written record should include:
 - Date
 - The name of the member of staff to whom the disclosure was made
 - Main points from the conversation
 - Agreed next steps

This information should be shared with the DSL. The DSL will store the record appropriately and offer relevant support.

Safeguarding concerns

If there is a concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate **verbal communication** (followed up by a CPOMS log later) to the Designated Safeguarding Lead.

If a student discloses that they are feeling suicidal, have suicidal tendencies, or have tried to commit suicide, or want to kill themselves, then the staff member should make verbal contact with a member of the safeguarding team straight away.

DO NOT send an email or send another child.

The DSL or one of her deputies will:

- Speak to the child involved
- Give the student the option of the School informing parents for them, or with them (either way parents / carers need to be informed immediately)
- Ring the parents / carers and inform them of the situation
- Let the member of staff raising the alert know that things have been dealt with appropriately

It is important to be honest with regards to the issue of confidentiality. Parental consent will be required for any student to receive support from external agencies.

Staff should always tell the student:

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

Information should not be shared about a student without first telling the student.

If a student gives reason to believe that there may be underlying child protection issues, parents should not be informed, but a member of the safeguarding team must be informed immediately.

Medical emergencies

If the child presents with 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 a child states that they have taken an overdose, the Parents must be informed immediately and asked to come to School and to take their child to A and E. An ambulance will be called if a First Aider deems urgent care needs to be given.

Community

- As a school we work closely in partnership with our community colleagues to ensure we are actively identifying children's mental health needs and monitoring the effectiveness of our actions and support.
- The school links with Integrated Children's services with regard to individual children's needs.

- Supervision for school staff regarding mental health and the promotion of keeping mentally healthy.
- The educational psychologist provides assessments and reviews on individual children's needs as appropriate.
- Referral into Early Help where appropriate.

National

- All parents, staff and pupils have access to the Wellbeing Hub with resources, webinars, and signposting for mental health problems.

Principle 7 – Working with parents, families and carers.

We are committed to working in partnership with parents. We recognise the important role the family plays in influencing the emotional health and wellbeing of children in the school. Parents are often very welcoming of support and information from the school about supporting their child's emotional and mental health.

We also recognise that working in partnership may sometimes mean providing support and resources to those families that are struggling with meeting life's challenges.

These are some examples of how this looks in our school;

School

Supporting parents

- Highlight sources of information and support about common mental health issues on our school website and via our Social and Emotional wellbeing Newsletter.
- Ensure that all parents are aware of who to talk to and how to go about this, if they have concerns about their own child or a friend of their child
- Make this policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our website, social media platforms and the weekly newsletter
- Keep parents informed about the mental health topics their children are learning about in PSHCCE and share ideas for extending and exploring this learning at home.
- Parent Workshops / conferences of Mental Health Problems and how to deal with them.
- Parents have access to the Wellbeing Hub including webinars on mental health problems, encouraging resilience and signposting for support.
- Social and Emotional Wellbeing parent and staff newsletter (termly).
- New Parent Welcome Evenings and suppers.
- Key Pastoral staff share email addresses with all parents to open up communication channels.
- Staff have an open-door policy and welcome parents to contact them to arrange meetings.
- An active Parents and Friends Committee
- Supporting parents with online referrals to external agencies.
- Pro-actively contacting parents to help them access things they may be finding difficult e.g., getting to parents evening
- Posters for NSPCC / Childline / Samaritans are displayed

- Being part of the Early Help process through Team around the Family (TAF) meetings
- Opportunity for parents to have appointments with school counsellor.

Supporting Peers

When a pupil is suffering from emotional health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. 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 and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend is in need of help (e.g., signs of relapse)

Additionally, the following will be highlighted 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

Community and National

- We provide information to parents and help sign post them to appropriate support and advice through the information on our website which is regularly updated.
- There are several online resources and information from national charities and organisations regarding mental health and well-being. Details are provided on the dedicated parent page of our school website.

Principle 8 – Targeted support and appropriate referrals.

The school recognises that many behavioural and emotional problems can be supported within the school, with advice from external professionals, and that some children may need more intensive support at times. Durham High School has a range of potential interventions to support individual's needs, as well as links with external agencies.

These are examples of how it looks within our school;

School

- Our SENDCO and Mental Health Leads are available to support staff better to meet the needs of individual's emotional wellbeing.
- Some of our interventions include; Nurture groups, Forest school, targeted support for individuals, including a designated space for children who need a space for calming down, Lunch time mentoring / club for children having a difficult time, mindfulness activities, yoga, after school club.
- A varied extra-curricular programme that actively encourages and promotes health and wellbeing, drop-down days to cover sensitive and difficult topics and provide advice on how to implement coping strategies and / or access the relevant support. Trained mental health ambassadors and champions who offer help and support to peers. Enrichment lectures highlighting the importance of physical and emotional wellbeing, how to encourage self-help and where to access necessary support.
- Individual support measures/plans where needed to enable continuing access to education - i.e. "time-out" cards, support for dealing with panic attacks, access to the Quiet Room.

The Mental Health Lead will determine the level of intervention required:

- One to one session's provided for a set period of time each week focusing on individual wellbeing outcomes (identified in the pupil goal resource used by the Mental Health Lead and the Weekly Young Person's Core measure)
- Group work each week focusing on emotional wellbeing outcomes such as developing resilience, promoting attachments and role models, providing a secure base, enhancing self-esteem and self-efficiency.
- Referral onto the School Counsellor

School Counsellor referrals

- Ian Quigley is our School Counsellor. He is a Mental Health Nurse and trained Counsellor. He is a member of the British Association for Behavioral & Cognitive Psychotherapies (BABCP).
- Parents, pupils, and Heads of Year can refer into the counsellor. If you would like your child to access counselling, the Head of year will complete the referral form for you. Each session is 30 minutes long and costs £25.00. The sessions will be added onto your fees each half term. Each child is entitled to three free sessions in a year.
- The Counsellor will measure progress using the pupil goal resource and the Weekly Young Person's Core Form measurement tool.

CAMHS Referrals: Where a referral to CAMHS is appropriate and parents do not wish to go through their GP, this will be led by the School Counsellor, in liaison with the Head of Year and the Key Stage Mental Health Lead. Guidance about referring to CAMHS is provided in [Appendix 2](#)

Safety Plans: Written in conjunction with parents and the pupil and any outside agencies working with the pupil. They highlight the risks to that young person and how we will reduce them and manage them in School to keep them safe. These are shared with all staff in School as we can not be sure which members of staff the pupil may encounter in a day. They are updated regularly. Parents sign the documents to say they are happy with the Safety Plan in place, and happy for it to be shared with staff.

Individual Health Care Plans: Individual Health Care plans will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals and recorded on CPOMS. All staff should be sent a copy sharing the links to risk assessments and safety plans where appropriate.

The plan will include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects.
- Any subsequent appointments or liaison with Mental Health or Community professionals
- What to do, and who to contact in an emergency
- The role the school can play in relation to staff development and implementing support linked to policy and practice.

Community

- At Durham High School we work closely with our Community Colleagues in Health and Social Care and involve them in the writing of our Individual Health Care Plans.
- Staff access local training provided by CAMHS and Local Safeguarding Partnerships in relation to supporting with Mental Health problems in pupils.