



# Heddingham School & Sixth Form

## Emotional Well-Being and Mental Health Policy

<b>Mental Health Lead – Students</b> <b>Mental Health Lead - Staff</b>	David Nash - Assistant Headteacher Keeley Hillman – Assistant Headteacher
<b>OTHER EMOTIONAL WELL-BEING &amp; MENTAL HEALTH LEADS</b>	Rory Hyde – Head of Sixth Form Susan Goodwin - SENCO Melissa Dunne – Year Leader Andrew Wright – Year Leader Mark Woodley – Year Leader Jack Lockley – Year Leader Victoria Webb – Year Leader Debbie Bolton – Pastoral Support Officer Lisa Black – Sixth Form Assistant
<b>DESIGNATED EMOTIONAL WELL-BEING AND MENTAL HEALTH GOVERNOR</b>	Martin Lee

Approved by the Curriculum and Personnel Committee on:	<b>18 May 2022</b>
It was ratified by the Full Governing Body on:	<b>6 July 2022</b>
Next review due by:	<b>On-going</b>

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## 1. Introduction

At Hedingham School and Sixth Form, we all aim to promote positive well-being for every member of staff and student. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional well-being and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

We pursue this aim using both whole school and targeted approaches. In addition to promoting positive emotional well-being, we aim to recognise and respond when an individual may need additional support. By developing and implementing practical, relevant and effective mental health procedures and interventions we promote a safe, healthy, caring and positive environment for all.

### **Hedingham School defines mental health in line with the World Health Organisations definition.**

*'Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community.'*  
(World Health Organisation)

The Department for Education (DfE) recognises that *"in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy"*.

This document outlines Hedingham School and Sixth Form's approach to promoting positive emotional well-being. This policy is intended as guidance for all staff including non-teaching staff and governors.

The policy aims to:

- Promote positive emotional well-being in all staff and students
- Increase understanding and awareness of common mental health conditions
- Alert staff to early warning signs of poor mental health and well-being
- Provide support to students who are experiencing poor mental health or well-being challenges

This policy was put together in conjunction with our Student Parliament: Well-Being Cabinet and should be used in conjunction with our Child Protection and Safeguarding Policy, Behaviour, Relationships and Recognition Policy, SEND Policy and Medical Policy.

## 2. Mission Statement

'Hedingham School seeks to create a challenging and stimulating learning environment that encourages high expectations for all learners. Students are prepared for life in the 21st century through a safe, caring and supportive environment. We strive to foster positive relationships with students and staff, offering mutual respect for all members of the community.'

Our School Motto is:

**'Ready', 'Respect', 'Safe'**

### **VISION STATEMENT:**

This Vision is driven through our school curriculum. Our aim is to ensure that the curriculum delivers the following principles:

- To provide the knowledge and skills required to be successful learners
- To create resilient and independent learners who are able to meet the challenges of the 21<sup>st</sup> century
- To prepare learners for the next step in their education
- To broaden their horizons through a rich and varied enrichment programme
- To encourage learners to be active citizens who contribute positively to the community

## 4. Roles and responsibilities

### **Lead Members of Staff**

Whilst all staff have a responsibility to promote positive well-being, staff with a specific, relevant remit include:

## **Emotional Well Being & Mental Health Lead/ Designated Safeguarding Lead (DSL)**

David Nash (Assistant Headteacher) 01787 460470 [hed.nashd@hedingham.essex.sch.uk](mailto:hed.nashd@hedingham.essex.sch.uk)

### **Staff Well-Being**

Keeley Hillman (Assistant Headteacher) 01787 460470 [hed.hillmank@hedingham.essex.sch.uk](mailto:hed.hillmank@hedingham.essex.sch.uk)

### **Additional Mental Health Leads**

Rory Hyde – Deputy DSL/Head of Sixth Form 01787 460470 [hed.hyde@hedingham.essex.sch.uk](mailto:hed.hyde@hedingham.essex.sch.uk)

Susan Goodwin – SENCO – 01787460470 [hed.goodwins@hedingham.essex.sch.uk](mailto:hed.goodwins@hedingham.essex.sch.uk)

Melissa Dunne – Year Leader/ Deputy DSL – 01787 460470 [hed.dunnem@hedingham.essex.sch.uk](mailto:hed.dunnem@hedingham.essex.sch.uk)

Andrew Wright (Year Leader) 0787 460 470 [hed.wrighta@hedingham.essex.sch.uk](mailto:hed.wrighta@hedingham.essex.sch.uk)

Mark Woodley (Year Leader) (House Leader Thomason) 01787 460 470 [hed.woodley@hedingham.essex.sch.uk](mailto:hed.woodley@hedingham.essex.sch.uk)

Jack Lockley (Year Leader) 01787 460470 [hed.lockleyj@hedingham.essex.sch.uk](mailto:hed.lockleyj@hedingham.essex.sch.uk)

Victoria Webb (Year Leader) 01787 460470 [hed.webbv@hedingham.essex.sch.uk](mailto:hed.webbv@hedingham.essex.sch.uk)

## **The Governing Board**

The Governing Board ensures that the policies, procedures and training in our school are effective and comply with the law at all times.

The Governing Board ensures there is a named Mental Health Lead on the Senior Leadership Team.

The Governing Board ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Governing Board ensures that children are taught about mental health, including the potential impact of online influence. Students will be taught about managing their own mental health through teaching and learning opportunities as part of a broad and balanced curriculum.

### **All School Staff**

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need (see Appendix A).

If there is a fear that a student is in danger of immediate harm then Hedingham School and Sixth Form's child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead.

### **Warning Signs of Poor Mental Health**

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to one of the named leads on this policy.

Staff should follow the same identification, clarification and reporting processes for mental health concerns as they would for safeguarding concerns (see Appendix B)

## **Mental Health and Well-Being – Intent, Implementation and Impact**

### **Intent**

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 Personal Development 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 the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. The curriculum will be taught in a safe and sensitive manner which helps rather than harms.

Hedingham School also provides a tiered approach teaching to students identified or signposted as having poor mental health or who are experiencing factors which could lead to negative mental health or well-being (see Appendix A and Appendix C). In line with our Behaviour Support Plans and Attendance Support Plans, Hedingham School uses Mental Health Support Plans for appropriate trained staff to work with small groups or individuals with a bespoke approach to supporting mental health.

## Implementation

- Meet and greet throughout the school day
- Trained staff in co-regulation
- A broad and balanced curriculum which helps support mental health
- Extra-Curricular Clubs
- Alternative provision through:
  - a. Vocational Education Centre, The Hub, The Sensory Room
  - b. Individual Educational Health Care Plans
  - c. Individual Mental Health Support Plans

Students are reminded twice every half term that there are processes in place to allow them to report a concern and be confident that concerns will be responded to in a timely and appropriate way. Students can share concerns about themselves or others through:

- Telling a member of staff at school
- Visiting the Student Support Centre (SSC)
- Completing an 'Orange Card' ('worry boxes' in four locations around the school which are emptied daily)
- Emailing from their school email address [safe@hedingham.essex.sch.uk](mailto:safe@hedingham.essex.sch.uk) (emails go directly to the Designated Safeguarding Lead's account).

The school has well-being 'check-ins' across all year groups from Years 7-13. This is under the whole school mental health 'framework' of mood scales. Mood scales are a supportive tool to help students recognise, show and regulate emotions. They give a language to how the young person is feeling. '*I am feeling yellow today.*' They also give strategies to co-regulate and self-regulate how they are feeling and restore a sense of control and personal efficacy. It will enable us as a school to ensure we can support all students with their mental health.

The school also has well-being weeks which involve exploring mental health in Tutor Time. The school also has a well-being cabinet group as part of our student parliament which is led by students fortnightly. Year Leaders use tools with students such as Worry Journals, anxiety journals and resilience scales to equip students with skills in regulating their mental health. There are regular assemblies and tutor times on all aspects of mental health and well-being such as healthy use of technologies and lifestyle choices.

It is vital that we work in partnership with parents and outside agencies (please see Appendix C and the Child Protection and Safeguarding policy) to support the well-being of our students. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Please see Appendix A for the school's tiered approach to Mental Health intervention.

## Impact

The school aims to impact positively on student mental health by:

- Good attendance (95% or above)
- Analysis of Mood Scale 'Data'
- Continued reduction on suspensions from school.
- Student Voice (Safe Survey/Feedback on PD Curriculum/Student Cabinet – Well Being)
- Participation in extra-curricular clubs/leadership roles within the school

## **8. Training**

The school delivers fortnightly CPD to all form tutors in identifying, understanding and supporting mental health through The Essex Approach to Behaviour: Trauma, Perceptive, Practice (TPP). The Mental Health Champion delivers monthly CPD to the Senior Leadership team in identifying, understanding and supporting mental health.

## **9. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or students), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## **10. Records and information sharing**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

## Appendix A: Whole School Mental Health Framework – Tiered Approach

Who	Internal Support Framework		Theory/Language	External
<b>Ass. Head</b>	<b>Mental Health Support Plan</b> Possible strategies include: Alternative timetable, Regular check-ins with year leader, goal setting, where do I wish to be, thought thermometer, triggers, feelings, sensations	<b>Alert</b> Child in need - Significant concern that they will cause harm to themselves (proactive measures as below)	Pedagogy- Cognitive Behavioral Therapy	Request for Support EWHMS Multi agency meetings Parents involvement Pupil Referral Unit
<b>Year Leader</b>	<b>Mental Health Support Plan</b> Possible support strategies include: Regular check-ins with year leader/ pastoral support assistants My mood scale regulation – managing my emotions, playing the script. Check in to safe place cards	<b>Radar</b> Significant but no concern that they will cause harm to themselves Proactive regular check ins with SSC/ Sixth Form	Pedagogy- Cognitive Behavioral Therapy + Socratic Questions	Family Solutions/ multi agency meetings Essex Effective support Renew counselling Parental involvement
<b>Tutor/ Year Leader</b>	Peer mentoring -6 session courses on emotional regulation -Check In cards Fortnightly tutor check-ins Staff Mentor – check-ins My mood scale regulation – managing my emotions Anger management workbooks Emotional regulation workbooks.	<b>Monitor</b> Persistently feeling low/ anxious about school or life Proactive measures to share a concern Tutor SSC Safe@ Orange Card Staff: Red Card (student) Line Manager (staff)	Pedagogy- Cognitive behavioral therapy Negative automatic thoughts (NATs) + positive self talk	Early help single & multi agency approach Team Around the Family Meeting Safe in Essex workshops (resilience, anger, self esteem, healthy relationships) Parents involvement Young Carer network
<b>Whole Staff/ Tutor</b>	<u>Mood Scales – monitoring the well being of every student.</u> Tutor check ins with questioning script. Internal support resources to support self regulation such as the resilience scale, worry journals, Kooth, anxiety support booklets.	<b>Whole School</b> Feeling low/ anxious about school or life Proactive Educational Strategies <b>PD Program &amp; Assemblies</b> - Young Carer - Anti-bullying, find your brave, resilience assembly, healthy relationships, LGBTQ <b>Staff Wellbeing</b> - Culture Communication to line manager - Kindness Cards	<b>Common/ shared mental health language for all.</b> Pedagogy- Trauma Perspective Practice (TPP) Referring to the mood scales in terms of colours	Mental Health Support Team Safe in Essex whole year group workshops



*Everyone's responsibility*

# SAFEGUARDING

*It could happen here*

## IDENTIFY

**physical/ emotional/ sexual and neglect**  
*which can be educational, physical, emotional or medical*

**Personality**  
*Appearance? Reserved? Scared? Socially isolated?*

**Appearance**  
*Unexplained injuries? Uniform? Unexplained money/ gifts?*

**Engagement**  
*Attendance? Progress?*

## TELL EXPLAIN DESCRIBE

**Only ask questions to clarify concerns**

*Tell me about what happened?*  
*You seem a bit upset and I'm worried about you, is anything troubling you?*  
*When did this happen?*  
*Where did this happen?*  
*I am going to have to share this information with...*

## REPORT

**Face To Face Communication Red Card**

**URGENT – Straight to Designated Lead Do not delay**

*Red Card given to safeguarding team in person*





**Mr Hyde**  
DEPUTY SAFEGUARDING LEAD



**Mr Nash**  
DESIGNATED SAFEGUARDING LEAD



**Miss Dunne**  
DEPUTY SAFEGUARDING LEAD & HEAD OF YEAR 10

## SAFEGUARDING TEAM



**Mrs Webb**  
HEAD OF YEAR 7



**Mr Lockley**  
HEAD OF YEAR 8



**Mr Wright**  
HEAD OF YEAR 9



**Mr Woodley**  
HEAD OF YEAR 11

Essex Children's Safeguarding Board **0345 603 7627**



Appendix C: Essex Windscreen of Need and levels of intervention

