



# MELBOURN VILLAGE COLLEGE

## MENTAL HEALTH AND WELLBEING POLICY

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Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Safeguarding Anti-Bullying Equality and Diversity Behaviour Management	Tutors, Heads of Year, the SENDCO, The Pastoral Team, The Alternative Provision (AP) staff, Head of the Cabin and appropriate Student Support Centre (SSC) Attendance and first aid teams Mental Health Lead Governors Governor with responsibility for MHWB - Susan Van De Venn Assistant Principals James Stuart (HoD) and Mike Stagg (lead teacher) of PSHE

### Aim and Vision

At MVC “Everybody is Somebody”, therefore dealing with mental health is everyone’s business. Staff, pupils, parents, the community, the Cam Academy Trust and governors all play a key role in promoting and supporting a whole school approach to positive mental health and well being.

Our aim at MVC is for all stakeholders to have an awareness of their own and others’ mental health and well being. We aim for pupils and staff to be able to identify positive mental health and well being, as well as identify areas of challenge in themselves and in others. Strategies to improve ones mental health and well being are interweaved through many aspects of school.

### Introduction: What is mental health and why is it important to what we do at Melbourn Village College?

“**Mental health** is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” WHO 2013

For all individuals, mental, physical and social health are vital and interwoven strands of life. As our understanding of this relationship grows, it becomes ever more apparent that mental health is crucial to the overall well-being of

individuals, societies and countries. Schools, as well as other institutions in society, have a crucial role in supporting the development of positive mental health and emotional wellbeing.

Prevalence of poor mental health in young people has grown rapidly in the last decade. 2020 figures from NHS digital suggest that rates of probable mental disorders have increased since 2017. In 2020, one in six (16.0%) of children aged 5 to 16 years were identified as having a probable mental health disorder, increasing from one in nine (10.8%) in 2017. The increase is evident across all genders.

School staff are the professionals who spend the most time with children and young people. Schools are often the first to identify difficulties and support and influence children and young people. There is a strong case that we should focus on the mental health and emotional wellbeing of our pupils. The Education Endowment Fund for instance identifies Social and Emotional Learning interventions as having an 'identifiable and valuable impact on attitudes to learning... [and] on attainment'.

Melbourn Village College recognises the positive role that schools play in relation to mental health and wellbeing (henceforth referred to as MHWB). At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do, the framework for mental health relates to the following core principles:

**The excellence principle** - Education must be of the very highest standard. Education and support around MHWB should be of the highest standard offered.

**The comprehensive principle** - Education must be for all kinds and abilities. Provision for MHWB should recognise the diverse school communities within the Trust and seek to support appropriately.

**The broad education principle** - Education must incorporate a broad range of subject areas and personal development. Positive psychoeducation has a lifelong impact and should be considered as a part of pupil's entitlement.

**The community principle** - Every Academy must be at the heart of its local community and serve it well. We recognise the impact that positive mental health has on communities and seek to support parents/carers in our community with knowledge and skills to support positive MHWB.

**The partnership principle** - Each Academy must seek to work positively in partnership with others for mutual benefit. The framework and the work that schools do related to MHWB is predicated on strong partnerships between schools and external support providers.

We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education including access to support with MHWB.

We also recognise that staff are our most valuable resource at Melbourn Village College and this policy also outlines the ways in which the school seeks to promote the positive mental health and wellbeing of all employees. We have therefore developed a separate "Staff Well Being Policy".

This policy has been developed in line with the CAM Academy Trust's Framework for Mental Health and Wellbeing Policies.

## Defined Roles and Responsibilities

"Dealing with mental health is everyone's business" – Time to change (2021)

A whole school, joined-up approach to MHWB has a demonstrably positive impact on the mental health and wellbeing of all within the community (DfE: 2018). This is only possible because of access to appropriate training, support and understanding about how to refer on concerns to the right person, team or external partner. This policy seeks to outline responsibilities of staff at every level in the school as well as the role that pupils can play in supporting positive MHWB.

## All staff

All staff in schools have a clear responsibility to safeguard the wellbeing of their pupils (Keeping Children Safe in Education: 2022). Schools should recognise the positive role that all members of staff play in promoting MHWB through their everyday behaviour and professional practice.

A pupil 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 pupil chooses to disclose concerns about their own MHWB or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'.

In line with the '*Mental Health Training Competency Framework for School staff*'- *Core Training* outlining that as a minimum standard all staff should:

- Have an understanding and awareness of what is meant by mental health and positive mental health
- Have an understanding and awareness of how to look after their own mental health (self-care)
- Have an understanding and awareness of how to identify children and young people who might be struggling with their mental health
- Have an understanding and awareness of the factors that promote and protect mental health and build resilience
- Are able to identify factors that might increase the risk of developing a mental health problem
- Understand the roles and responsibilities – their own and those of others – in meeting mental health needs of children and young people
- Are able to consider their own values and attitudes about mental health and how these might influence their work
- Are aware of barriers that may exist for different minority groups in terms of accessing services
- Know who they should speak to in the school if they identify a child or young person with mental health difficulties (and what information to include within the conversation)
- Have an understanding of the safeguarding issues and how to respond in their setting to a child or young person in distress or in a mental health crisis including the risk of suicide
- Have a general awareness of key local services and resources that can support better mental health in children and young people
- Are able to signpost children, young people or their parents/carers to sources of support and advice

To enable this all staff should:

- Have access to training on MHWB and the role that schools have in promoting positive mental health, this could be as part of annual safeguarding updates and training.
- Have opportunities to discuss concerns about the MHWB of children and young people in their school at an appropriate level, for instance at team meetings.
- Have access to appropriate supervision and support when responding to disclosures or events related to safeguarding or mental health needs.
- Familiarise themselves with, and adhere to their individual schools' MHWB policy

## Staff with pastoral responsibilities

Those who play a significant role in a pupils' 'educational journey' and who are working directly with children and young people on a daily basis should have a deeper understanding of mental health and wellbeing. At Melbourn Village College this includes Heads of Year, the SENDCO, The Pastoral Team, The Alternative Provision (AP) staff, Head of the Cabin and appropriate Student Support Centre (SSC) staff. In line with the *Mental Health Training Competency Framework for School staff* - *Enhanced competencies* these staff should have a deeper understanding and practical application of:

- A range of relevant mental health problems (e.g. anxiety, depression, self-harm, suicide etc)
- Factors that make a young person more vulnerable to poor mental health
- Services and care pathways that are able to support children, young people and how to access them
- Strategies to help build resilience and improve mental health of children and young people

- How to build emotional literacy in children and young people through the curriculum (including PSHE lessons)
- Impact of attachment, adverse childhood experiences, trauma and loss
- Value of active listening and communication skills
- Knowledge of how to assess basic mental health needs
- Solution focused/restorative approaches to behaviour management
- Ability to reflect and use supervision for support and advice

Staff should be able to access regular suitable supervision to reflect on their own practice and identify areas which they require further training in.

Mental Health Leads should regularly review emerging needs within their schools and support staff in developing confidence with managing these needs. This could be through regular forums where staff reflect on current practice and training needs.

## Mental Health Leads

Following the recommendation from the Government's Green Paper: Transforming Children and Young People's Mental Health (2017), each Academy in the Trust should include in their Mental Health Policy a named Mental Health Lead with overall responsibility for championing the MHWB needs of the whole school community. The Designated Mental Health Lead at Melbourn Village College is Euan Willder (Assistant principal). The Designated Mental Health Lead (DMHL) in schools is a strategic role which developed in line with Public Health England's eight principles to promoting a whole school approach to MHWB. The eight principles are:

- Leadership and management that supports and champions efforts to promote emotional health and wellbeing
- Identification of need and monitoring of the impact of interventions
- Understanding of targeted support and how to make appropriate referrals
- Staff development to support pupil and staff wellbeing
- Creating an ethos and environment that promotes respect and values diversity
- Enabling pupil voice to influence decisions
- Working with parents, families and carers
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.

The DMHL will need to be situated in the school organisation where they can lead strategically on each of the eight principles. It is therefore recommended that the DMHL is part of the senior leadership team in each school. It may be appropriate for some primary schools within the Trust to work in partnership in designating a Mental Health Lead.

Common features of the role of the DMHL across academies will include, but not be limited to;

- Engaging with Mental Health Forums internally run within the Trust and as part of the Local Offer, working collaboratively with other Mental Health Leads across the Trust. These Forums will focus on emerging needs and evidence-based practice to meet these needs and share good practice.
- Commit to ongoing CPD (including DMHL training from DfE) and regular self-evaluation of competencies and skills when it comes to leading on MHWB matters with a target tied to promoting MHWB as part of annual Performance Management.
- Co-ordinate CPD and annual refreshers for the whole school community using the local competency framework to identify needs
- Cascade knowledge of basic mental health awareness to other staff and parents/carers. This should include regularly reviewing information that is signposted to staff and parents/carers, for instance on the school's website/social media feeds.
- At least annually assess the MHWB needs of the whole school community by validated methodologies such as; The Local Authority Mental Health Blueprint, safeguarding patterns and trends, school council feedback, standardised well-being measures e.g. Warwick-Edinburgh Mental Wellbeing scale, Stirling Children's Wellbeing Scale, Boxall Profile etc.
- Identify and work with specialist providers to clinically assess those members of the school community that have higher needs and monitor the impact of interventions using approved outcome measures.

- Ensure that there are clear routes of communication between specialist provisions (such as CAMH) and school. This may mean that the DHML is the 'named' person for pupils who are under the care of a specialist provision, or that the DHML works closely with the 'named' person.
- Use data on the whole school community to strategically formulate improvement plans and organise non-clinical evidence based interventions designed to meet these needs at multiple levels: whole school (universal) or targeted/ specialised levels for specific members of the school community.
- Lead on policy development, implementation and regular reviews of MHWB provision.
- Identify staff who are able to offer professional supervision in school and organising training and regular forum to develop practice in this area.

The DMHL will need to assess their competencies against the DfE proposed CPD framework (to be published in late 2021) and identify areas where they require training.

## Senior Leaders

The role of Senior leaders in supporting the work of the Mental Health Lead is crucial to ensure positive impact and embed good practice.

Senior leaders should:

- Support Mental Health leads to implement plans and strategies related to improving Mental Health and well-being across the school community.
- Participate in regular self-evaluation of MHWB provision as part of whole school self-evaluation and development planning.
- Promote the whole school ethos of championing positive mental health.
- Use their oversight to ensure that existing related policies (e.g. Safeguarding, Anti-Bullying, Equality and Diversity, Behaviour Management) reference and promote positive mental health practices.
- Evaluate the efficacy and impact of the pastoral, PSHE and related curricula in both its content and delivery as a means to ensuring universal provision for positive MHWB is well met.
- Encourage good communication, collaboration and appropriate liaison between staff involved in pastoral, PSHE, mental health and family work to ensure good provision for mental health and wellbeing in their schools.

Finally, Senior leaders have a role in supporting the MHWB of their staff by means of line management, coaching or arranging supervision which is particularly pertinent for staff who may have had disclosures made to them or who are closely supporting children or young people who have experienced early or significant trauma. It is therefore important that senior leaders have access to appropriate training and supervision in this area too.

## Governors

The school's governing body also has a role in promoting positive mental health and wellbeing. Governors play a key role in being curious about school provision and appropriately challenging the status quo (A Competency Framework for Governance: 2021).

The governor with responsibility for MHWB in the school community is Susan Van De Venn . Their role is to ensure that there is suitable evaluation of mental health provisions in the school and that mental health and emotional wellbeing is a priority.

Governors with responsibility for MHWB should be offered appropriate training, which may include meeting with other governors with this responsibility across the Trust.

There should be an agenda item on Full Governing Bodies at least annually focusing on trends, patterns and provisions related to mental health.

## Involvement of parents and peers in supporting positive mental health and emotional wellbeing

It is important that schools think systemically about mental health and wellbeing and consider children and young people within the context of their families and peer groups and the role that these relationships can have on creating positive mental health and wellbeing.

### Working with parents and carers

Parents are often very welcoming of support and information from the school about supporting their children's MHWB. In order to support parents Melbourn Village College will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to get about this if they have concerns about their own child or a friend of their child. This is detailed on our website and also in the parent handbook.
- Make our mental health policy easily accessible to parents (on our website)
- Offer opportunities for parents and carers to feedback on policies and procedures (this could be done through parent governors for example)
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

When supporting pupils with more significant needs or where there is a disclosure or concern around mental health the school will consider when and how parents are informed. Before disclosing to parents, the school will consider the following questions (on a case by case basis):

- Can the meeting happen face to face or virtually?
- Where should the meeting happen?
- Who should be present? (Consider parents, the pupil, other agencies, other members of staff).
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. The school will be accepting of this (within reason) and give the parent time to reflect.

The school will always highlight further sources of information and give parents appropriate information (for instance leaflets) to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

Where meetings take place, members of staff should keep accurate minutes of what has been discussed and agreed next steps. School staff involved in these meetings should be given suitable provision, for example supervision, to reflect on and evaluate their own professional practice.

### Peer support

When a pupil is suffering from mental 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. To keep peers safe, the school will consider on a case by case basis which friends may need additional support.

The school will be mindful of the impact of mental health issues on peers surrounding the child and young person and could:

- Discuss with the young person or child what they would like their friends to know
- Discuss with the child or young person how peers can support them safely

Additionally, with peers schools could highlight:

- Where and how to access support for themselves
- Safe sources of further information about mental health

## Provision for supporting pupil's MHWB at Melbourn Village College

Melbourn Village College has a clear graduated response to MHWB with clear delegation of responsibility for each level of support. Where the school makes a referral to an external provider or service and assists with information sharing it will be done in line with GDPR and the principles of Keeping Children Safe in Education.

Support level – who is the provision for?	What is offered?	Who is responsible?	Who is responsible for oversight?
<p><b>Universal</b> All pupils in the school can access this information. This level is about getting advice and support about developing positive mental health. The focus for whole school work is on prevention of mental health challenges by: Reducing stigma surrounding mental health Developing resilience in pupils Developing emotional literacy in pupils</p>	Signposting	Euan Willder and Caroline Deadman	Euan Willder as DMHL
	The Pastoral Team can offer face-to-face advice on support and health.	Pastoral Team	Euan Willder
	Peer support available with older pupils working with Y7 tutor groups on MHWB.	Euan Willder and Caroline Deadman	Euan Willder to evaluate
	Tutors offer advice and monitor the everyday wellbeing of their tutees.	Euan Willder, Caroline Deadman and HoYs to produce regular messages for tutors.	Euan Willder to evaluate HOYs to observe tutor time
	Everyday classroom practice which supports positive mental health and emotional literacy.	HODs to ensure that mental health and wellbeing is an item on departmental meetings.	HODs and SLT line-managers to evaluate
	Adjustments to seating arrangements and groupings	Tutors, pastoral team and HoY to inform teachers of relevant pupils as appropriate.	HoY
	Curriculum – pupils' access PSHE lessons	James Stuart (HoD) and Mike Stagg (lead teacher) of PSHE	Euan Willder – SLT line-management
	Pastoral curriculum – delivered through tutor time, assemblies and other curriculum areas.	Euan Willder to audit curriculum delivery and mapping. HoYs to monitor tutor time activities.	Euan Willder and Caroline Deadman to evaluate
	An annual wellbeing survey for all pupils and Health Related Behaviour Survey in Y8 and Y10.	Mike Stagg – Health related behaviour survey Caroline Deadman – Wellbeing survey	Mike Stagg and Caroline Deadman to analyse data and feedback to relevant stakeholders.



Support level – who is the provision for?	What is offered?	Who is responsible?	Who is responsible for oversight?
<p><b>Targeted support</b> Pupils in school can access support with emerging mental health issues. This level is aimed at providing early intervention to help in resolving emerging mental health issues. This level of support is largely held within pastoral teams in school with some support from the Pastoral Team. At this stage pupils present with some behaviours typical of mental health issues. Mental health issues may impact on a pupil's ability function but pupils are able to attend school regularly (attendance between 95% - 90%) and engage with most activities. Cause of mental health issues is unlikely to be related to abuse or significant safeguarding concerns. There is a minor risk to self/others presented by young person.</p>	Signposting to services specialising in bereavement and grief counselling (STARS, Cruze).	Pastoral team, HoYs, Tutors	Caroline Deadman and Euan Willder
	Directional, Pastoral group sessions/1to1 mentoring with tutor/HoY/Pastoral/other staff mentoring	Pastoral team and HoYs to allocate support work within their teams (e.g. tutor to check-in regularly with identified pupils)	Assistant principals and HoYs attached to each year group
	Guided access to self-referral services such as Kooth, Shout, Chat health	Pastoral team, HoYs, Tutors	Pastoral team
	Counselling via Centre 33 (typically 6 sessions)	Refer to Caroline Deadman	Euan Willder and Caroline Deadman
	Referral to 'in-house' counsellor	Refer to Caroline Deadman	Euan Willder and Caroline Deadman
	External counselling services via YOUUnited	Pastoral Team	Euan Willder and other Assistant Principals
	Early Help Assessment for Family or Youth Worker	Pastoral team	Euan Willder
	Young carers support – half termly activities offered and pupils identified and supported	Young Carers Champion – work with Centre 33	Euan Willder
	Pupils with disabilities and medical issues	SSC staff, reception and pastoral team to regularly review wellbeing of pupils	Euan Willder and Anna Ghale
	Disadvantaged pupils	HOYs, Tutors and Pastoral Team to monitor wellbeing of pupils	Euan Willder
	Equality and diversity – vulnerable pupils	Pastoral Team to signpost staff and pupils	Euan Willder – line-management of E&D
	Pupils who have or had a Social Worker	Pastoral Team to support with relevant referrals and support within school.	Euan Willder and John Barnes

Support level – who is the provision for?	What is offered?	Who is responsible?	Who is responsible for oversight?
<p><b>Specialist support</b> Pupils in school can access support with significant mental health issues. This level is aimed at providing support to help in resolving mental health issues and increasing pupil's participation in learning in school. This level of support is largely held within specialist provisions in the school (chiefly via the Pastoral Team, SSC, Cabin and the Alternative Provision (AP)). At this stage pupils present with behaviours typical of mental health issues. Mental health issues have an impact on a pupil's ability to engage with most activities. Pupils may be school refusing regularly or unable to attend school full-time. Causes of mental health issues is may be related to abuse or significant safeguarding concerns. There is a risk to self/others presented by young person.</p>	A referral to Younited (single point of access for CAMH).	Pastoral Team and HoYs	Euan Willder and John Barnes
	Keyworker and single point of communication in school.	Keyworkers are based in the SSC, Cabin, Pastoral Team and Tutor Team.	Euan Willder, Caroline Deadman, Anna Ghale, John Barnes, Vinnie French
	Support plan e.g. IAEP to improve attendance.	Tutors/HoY/Pastoral Team and Attendance Team – initial identifying.	Euan Willder and Rebecca Drum (Attendance Officer)
	Support for pupils with disordered eating and eating disorders	Pastoral Team and First Aid Team (Reception)	Euan Willder and John Barnes
	Where the cause of mental health issues is likely to be related to abuse/ significant safeguarding concerns	John Barnes oversight of emergency care.	John Barnes – Safeguarding
	Neurodevelopmental issues present – assessment for ASD/ADHD by APDR process and EHA as required.	HOYs, Pastoral Team and Anna Ghale, Cabin staff.	Anna Ghale and Caroline Deadman

<p><b>Highly Specialist Support</b> Where a pupil is unable to attend school due to significant/complex mental health issues the school will support specialist services in appropriate risk management</p>	<p>Keyworker/single point of contact established for pupil and their family/carers.</p>	<p>Staff from the SSC, Cabin, Pastoral Team or AP will be keyworkers for pupils depending on the pupil needs</p>	<p>John Barnes – Alternative Provision</p>
	<p>If Mainstream provision is not appropriate or not able to meet the needs of the pupil an EHCP or alternative provision is considered</p>	<p>Anna Ghale as SENDCO and John Barnes as SLT for Alternative Provision</p>	<p>Anna Ghale – SENDCO John Barnes – Alternative Provision</p>
	<p>If a pupil presents with an immediate/significant risk of harm to self or others there may be a social care referral made</p>	<p>Pastoral Team with John Barnes co-ordinate referrals to social care</p>	<p>John Barnes - Safeguarding</p>