

PUPILS' SOCIAL AND EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY

This policy applies to the Senior School.

It informs our approach to promoting social, emotional wellbeing and good mental health, and it also outlines the School's role in identifying and managing a pupil presenting with symptoms suggestive of a mental health problem or concern. It draws on the non-statutory advice contained in the Department for Education's publication, *Mental Health and Behaviour in Schools* (June 2014) and the National Children's Bureau advice for schools, *What works in promoting social and emotional wellbeing and responding to mental health problems in schools?* (2015). This policy should be read in conjunction with the statutory guidance, *Keeping Children Safe in Education* (Sep 2016). We have also arranged training for staff from Mental Health First Aid England, whose website offers guidance: <https://mhfaengland.org/>

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A. PROMOTING SOCIAL AND EMOTIONAL WELLBEING AND GOOD MENTAL HEALTH

Alleyn's School has a whole-school approach to promoting social and emotional wellbeing and good mental health and to dealing supportively with any problems that arise. The following all help to promote social, emotional and mental wellbeing:

i. Whole-school ethos and organisation

The School has an ethos of inclusivity, valuing all its pupils and their diversity. There are clear and robust policies on behaviour: anti-bullying (including cyberbullying) and the Pupil Code of Conduct. The tutorial system with form tutors and assemblies in Sections and Houses encourage a sense of belonging and connectedness along with the sharing of values.

Continuous professional development (CPD) emphasises that the aim of promoting social and emotional wellbeing is shared by all members of the School staff. All teaching staff have additional responsibilities to children with special educational needs, medical conditions and disabilities (SEND). CPD will also raise staff awareness about mental health problems and the School's role in early intervention. There is an Occupational Stress Policy to which staff can refer for guidance.

ii. Pastoral provision.

Our strong culture of pastoral care, through its structures and systems, promotes the pupils' social and emotional wellbeing and mental health, and also enables staff to recognise and help pupils with suspected mental health issues. We encourage an 'open-door' approach for pupils to raise problems. We believe that listening in a non-judgemental way to what a young person is saying is essential to enabling concerns to come to light.

Form tutors have daily contact with their pupils and are available to talk to pupils as needed and are well placed to notice changes in attendance/behaviour/appearance that might indicate a problem. The Housemasters and Heads of Section are also available to talk to pupils and should be informed by teaching staff who have any concerns about specific pupils. The School Nurses are available for advice and confidential consultations for pupils and staff. Any concerns raised about mental health problems should be reported promptly to the School Nurses. Alleyn's has a very active Chaplaincy with a full-time Chaplain and an Assistant Chaplain to whom pupils can go.

Alleyn's also has two School Counsellors available to pupils through self-referral or referral by staff or parents, who can contact the counsellor directly.

The Senior Deputy Head is the Designated Lead Safeguarding and Child Protection (DSL). The Safeguarding team includes the Section Heads, the Chaplain, the Nurses and the School Lead Counsellor, and the team is supported by all staff practitioners. The DSL holds fortnightly safeguarding meetings with a safeguarding team. The DSL also chairs the Pastoral Care Committee and attends the Housemasters' meetings.

iii. The role of the curriculum and co-curriculum

The School aims to promote independence of thinking NS resilience in all its pupils. The Alleyn's Learners Programme (ALP) (Years 7,8,9,11 and Enrichment in Year 12) encourages pupils to develop an open mindset and to be comfortable with taking risks and managing the possibility of failure. The PSCH curriculum (which can be found on the Hub with details of what is covered, when, with which Years) includes life skills such as making informed choices, understanding risks, and valuing diversity. The issue of good peer relations is regularly raised, including the critical need for care in social media and online activity. Curriculum teaching and learning, along with co-curricular involvement, also promote resilience and social and emotional learning. Pupils' reports characteristically encourage a positive approach to tackling the challenges of school (and out of school) life and reward effort and engagement in particular. The School's Rewards and Sanctions Policy is written in order to encourage good individual behaviour and a respect for the happiness of others in the community.

iv. Pupils with special educational need and disability (SEND)

The School is mindful of its need to monitor especially the progress and flourishing of pupils with SEND. In order to ensure our support is effective, there are systems of communication in place involving the Heads of Section, the Senior Deputy Head, the Head of Learning Support, the Nurses, the Housemasters, and other relevant academic and pastoral staff. There is also regular staff CPD on the issue of supporting pupils with various issues of SEND.

B. MENTAL HEALTH PROBLEMS

Examples of the range of problems pupils may experience include stress, depression, anxiety, eating disorders, self-harm, behavioural problems, schizophrenia, psychosis, and bipolar disorder. These problems can stem from a wide range of factors; some problems may be quite mild or moderate, while others may take a more severe form, affecting a pupil's ability to cope with day-to-day living.

i. Definitions of some mental health problems:

- Clinical depression: is a common mental disorder that presents with depressed mood, loss of interest, feelings of guilt or low self-worth, disturbed sleep, low energy, poor concentration and/or changes of appetite. These symptoms occur most days for at least two weeks.
- Anxiety disorders: anxiety disorders are conditions in which anxiety dominates the person's life or is experienced in particular situations. They include "panic attacks", post-traumatic stress disorder (PTSD), OCD and "generalised anxiety disorder".
- Eating disorders: are characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour, e.g. anorexia or bulimia.
- Self-harm: is a term used when someone injures or harms himself/herself on purpose (also called self-injury or deliberate self-harm) rather than by accident. Common examples include cutting, hitting, scratching, burning, deliberate ingestion of poisonous substances, or large quantities of medication. Attempted suicide is the most serious form of self-harm.
- Some other recognised disorders: attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, schizophrenia, bipolar disorder.

ii. Risk factors for mental health problems

These can increase the probability of a child developing a mental health problem:

- Low self-esteem;
- Life changes: changing schools; birth of a sibling
- Physical illness;
- Bullying and/or discrimination;
- Peer pressure;
- Loss of friendship;
- Learning difficulties;
- Poor ability to relate to others;
- Dysfunctional family life; including domestic violence
- Disadvantaged background;
- Neglect; including hostile or rejecting relationships at home
- Severe psychological trauma – e.g. physical, sexual or emotional abuse;
- Significant early bereavement – such as the death of a parent;
- Death or divorce within the family;
- Cultural/social expectations;
- Substance abuse (drugs and/or alcohol) – by the child or their parents;
- Genetics – family history of mental illness, including parental psychiatric illness;
- Being in care or adopted.

iii. Some common early signs of a mental health problem may include any one or a combination of the following:

- Feeling tired and lacking energy;
- Sleep problems;
- Losing interest in activities and tasks that were previously enjoyed;
- Increased anxiety, looking or feeling 'jumpy' or agitated, sometimes including panic attacks;
- Changes in eating habits and/or appetite: over-eating, bingeing, not eating;
- Deteriorating performance at school/attendance/behaviour/appearance;
- Mood swings that are very extreme or fast and out of character;
- Isolating behaviour, socialising less; spending too much time in bed;
- Aggression; anti-social behaviour;
- Wanting to go out a lot more, needing very little sleep, feeling highly energetic, creative and sociable, making new friends rapidly, trusting strangers or spending excessively – this may signal that the person is becoming 'high';
- Self-harming behaviour, such as cutting, burning, drug-overdose (wearing baggy or long clothing/avoiding PE);
- Physical injuries.
- All these signs can vary in severity. Often they can be relatively minor, or pass quickly. However, if they are more than this, becoming severe, distressing or ongoing, it is important to seek further support. N.B. Only medical professionals can make a formal diagnosis of a mental health condition.

C. IDENTIFYING NEED AND THE REFERRAL PROCESS

Through working with parents, external medical and other professionals, the School aims to identify and address mental health problems in their earliest stages, and to set in place a plan of action as soon as possible. The staff (both academic and support) have received training in identifying some signs of mental poor health

The referral process shows how a concern should be escalated (see flow chart below).

N.B. If the pupil is in immediate danger, inform the School Nurse and dial 999 if appropriate. Stay with the pupil.

All school staff who have a concern about a pupil with a possible or actual mental health problem should speak to the pupil's Tutor, Housemaster or Head of Section, or in the case of Support Staff, to

their own line-manager. The Support Staff line-manager will then inform the Tutor, Housemaster or Head of Section.

The Tutor, possibly after discussion with the pupil, should then in turn notify the Housemaster (for Middle School pupils and Upper School students) and appropriate Head of Section who will assist in the monitoring and support of the pupil.

The Tutor/Housemaster/Head of Section should direct the pupil to counselling options within the School and inform the School Nurses that there is a child feeling vulnerable. The aim is to foster a supportive, non-judgemental, helpful and safe environment for the pupil.

If there is a safeguarding concern, the Head of Section must consult the Designated Safeguarding Lead (DSL). Additional information will be gathered as appropriate from other staff, parents, peers, Chaplain, Nurses or Counsellor. Should the Designated Lead Person for Safeguarding be absent, the Deputy DSL is the Head of Section.

A nominated staff member from the core pastoral team will act as link with the pupil. The core pastoral team includes: the Form Tutor, Housemaster, Chaplain, Nurses, Counsellor, Head of Section and the Designated Person.

We aim to work with parents as well as with the pupil, ensuring that the pupil's opinions and wishes are taken into account and that they are kept fully informed so that they can participate in decisions taken about them. The parents/guardian should be informed initially (see Confidentiality and consent below) and invited into School for a first meeting with the Tutor and either the Housemaster or Head of Section.

Our Nurses and School Counsellor (a child and adolescent psychotherapist) are able to make direct contact with CAMHS. A contact number for Southwark CAMHS referrals and out-of-hours facility is included in the Safeguarding and Child Protection Policy.

Parents/guardian will be recommended to seek a consultation with the family GP and to inform the School of the outcome within a reasonable period of time. However, if no GP consultation takes place and the School remains concerned, the School is able to refer directly to CAMHS.

A follow-up meeting will be arranged between parents/guardian and the staff previously involved in the first meeting so that progress can be assessed and targets reviewed.

The interventions provided will be graduated to inform a clear cycle of support:

- (i) an assessment to establish a clear analysis of the pupil's needs;
- (ii) a plan to set out how the pupil will be supported;
- (iii) action to provide that support;
- (iv) regular reviews to assess the effectiveness of the provision and to make changes where necessary.

The importance of early intervention and referral to outside agencies if/when appropriate must be stressed.

D. CONFIDENTIALITY AND CONSENT

The School will, if appropriate, encourage the pupil to tell their parents themselves or with the support of a member of staff.

Where a pupil has a special coping strategy, they will be asked if they wish this information to be shared with staff. Sometimes it is right to share this information with staff irrespective of the pupil's wishes.

Our School protocol is to inform parents/guardians if pupils are a risk to themselves or to others. We shall inform the pupil of the content of the information and that it will be passed on.

Although medical practitioners and GPs cannot always share information, the School will seek to be aware of any support programmes being offered by a GP that may affect the pupil's behaviour and attainment at school. The School may ask parents to give consent to their child's GP to share information with the School.

In some circumstances the child or young person may wish not to have their parents involved with any interventions or therapies they are receiving. In these cases staff should be aware that those aged 16 or over are entitled to consent to their own treatment, and their parents cannot overrule this. Children under the age of 16 can consent to their own treatment if it is thought that they have enough intelligence, competence and understanding to fully appreciate what is involved in their treatment. Otherwise, someone with parental responsibility can consent for them.

The School may also need to pass on the information to other staff. The pupil and their parents/guardian will be informed who these staff members are and why they would need to know. The information exchanged between members of staff should only include what is necessary on a need-to-know basis.

The Nurses, School Counsellors and the Chaplain and Assistant Chaplain are bound by protocols pertinent to their roles and professions, but have duties under safeguarding statutory requirements to pass on any safeguarding or child protection concerns.

E. SCHOOL ATTENDANCE

The School reserves the right to insist that any pupil who self-harms at school, or who poses a danger to others at school, does not attend school until they are able to contain their self-harming behaviour at school.

The appropriateness of the pupil attending/returning to school will be assessed by the DSL, Head of Section and Headmaster, taking into account professional medical opinion.

Appendix 1 – External mental health resources list (sources of support and information)

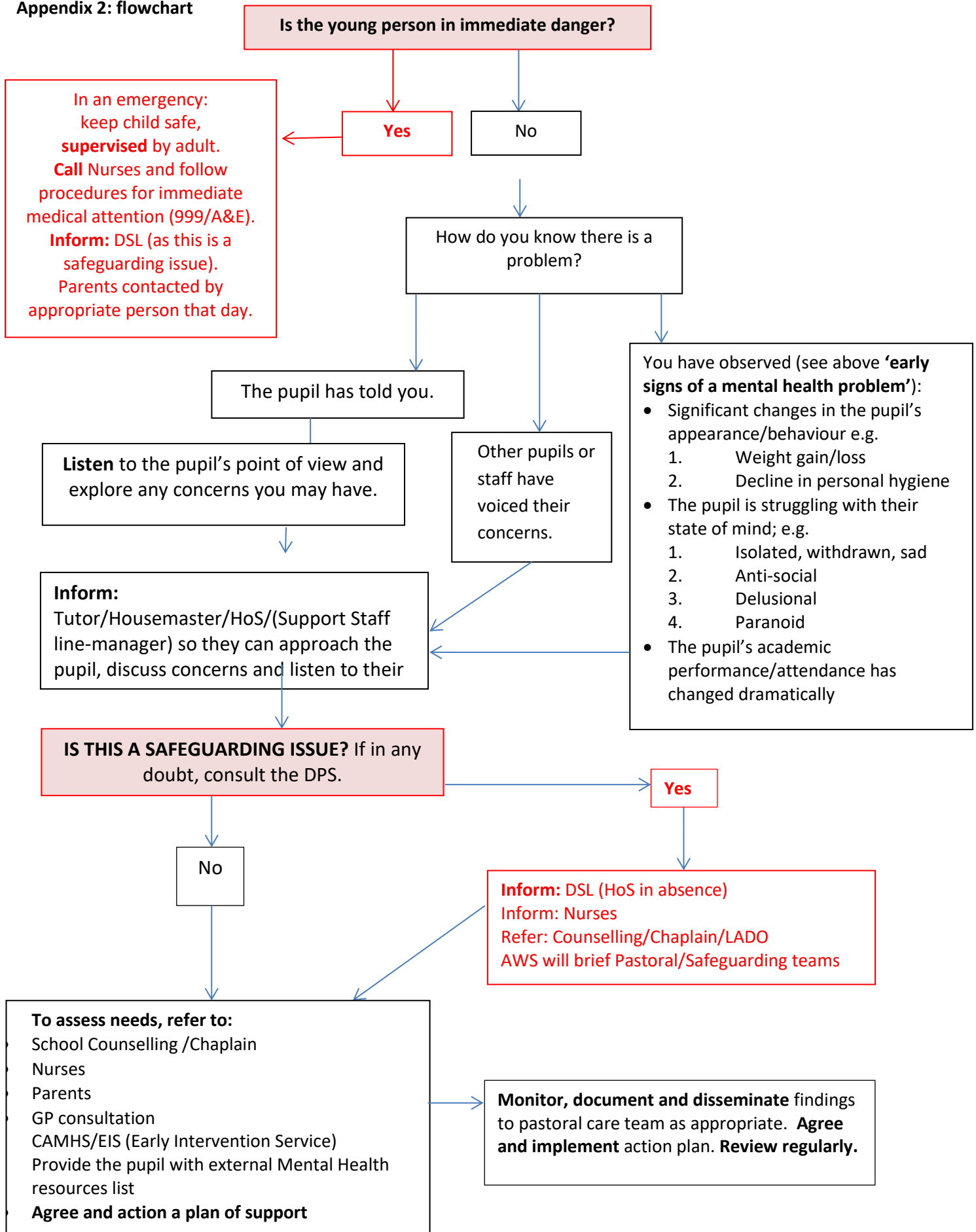
- (i) National support and information services offering assistance for child mental health issues:
- Childline – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems.
 - Education Endowment Foundation – The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all pupils and especially disadvantaged pupils.
 - HeadMeds – website developed by the charity Young Minds providing general information about common medications that may be prescribed for children and young people with diagnosed mental health conditions.
 - MindEd – MindEd provides free e-learning to help adults to identify and understand children and young people with mental health issues. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds.
 - Counselling MindEd – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a wide variety of settings.
 - Mental Health First Aid England – A charity which provides training for staff and pupils and which has worked at Alleyn's in presentations to the whole staff and parents at a Pastoral Evening.
 - National Institute for Health and Care Excellence (NICE) – NICE's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. Some of this guidance had been drawn on to produce this document and much of it is provided in non-specialist language for the public. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments.
 - Relate – Relate offers advice, relationship counselling, sex therapy, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes children and young people's counselling for any young person who is having problems.
 - Royal College of Psychiatrists (RCPsych) – Provides specifically tailored information for young people, parents, teachers and carers about mental health through their Parents and Youth Info A-Z.
 - Women's Aid – Women's Aid is the national domestic violence charity that works to end violence against women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such as the free 24-hour National Domestic Violence Helpline and The HideOut, a website to help children and young people.
 - Young Minds – Young Minds is a charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resource available to professionals (including teachers) and run a free helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. The helpline number is 0808 802 5544. They also offer a catalogue of resources for commissioning support services. www.youngminds.org.uk
 - Youth Access – Offers a directory of local youth information, advice and counselling services for young people aged 14-25. youthaccess.org.uk/find-your-local-service/
 - Youth Health Talk provides advice and support on mental health issues from young people for young people. www.healthtalkonline.org/young-peoples-experiences

(ii) Local services:

- Child and Adolescent Mental Health Service (CAMHS)
- South London and Maudsley (SLAM)
- Access: child & youth mental health at Springfield University Hospital
- The Well Centre (Streatham Hill)

Young people are advised that if they have a crisis in their mental health, they can attend A&E for support from the NHS.

Appendix 2: flowchart



Appendix 3: Procedural Guidance in case of Bereavement (Alleyn's Senior School)

We are committed to do the best for the pupils and staff in our community and this includes responding as helpfully as we can if anyone is bereaved.

We are a large and complex community and therefore this guidance is brief and open, being the first step in what will always be a tailored process. The effects and experience of bereavement are personal and unpredictable. Thus we prefer a relational approach to a formulaic one.

We are grateful that each pupil is known well by several members of staff, and thus understand the importance of maintaining good and thorough pastoral provision.

Lower School:

If a member of staff hears of a bereavement and the pupil is in the Lower School, they are to tell the following as soon as possible. If they only tell one in this list, this one will tell the others.

Form Tutor, Section Deputy Head(s), Section Head, Chaplain, Nurses, Headmaster

Middle and Upper Schools:

If a member of staff hears of a bereavement and the pupil is in the Middle or Upper School, they are to tell the following as soon as possible. If they only tell one in this list, this one will tell the others: Form Tutor, House Master, Section Head, Chaplain, Nurses, Headmaster.

Under the guidance of the Section Head this group will then decide, electronically if need be, what action to take and who will take it. This can range from a quiet affirming word to alerting teachers to involvement of nurses or counsellors. It will involve taking a view as to what contact with home is appropriate. They will aim to have responded within the day.

If the death is of a pupil or is likely to have public repercussions then any response will need to be authorised by the Headmaster, Senior Deputy, who takes responsibility for external communication (and will contact the Marcomms Consultant) or appropriate Deputy.

Colleagues:

If a colleague is bereaved then SMT and the Chaplain need to be told. They, under the guidance of the Head or Deputy Head Personnel, will then take a view as to the appropriate response.

The School will always be open to staff receiving training for bereavement support and similarly will affirm the expertise already existing within the school community. But we ask all colleagues to follow the communication routes set out above.

Appendix 4: Who do I speak to? Poster in classrooms

Who do I speak to?

Safeguarding

Every school is required to have a member of staff (Designated Safeguarding Lead) to oversee their safeguarding responsibilities. The Designated Person for Alleyn's Senior School is **Mr Skinnard** (if you wish to see him go to Reception who will send you in the right direction).

Bullying

Alleyn's School does not tolerate bullying

If, as a pupil, you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, a Sixth Former, your Tutor, your Section Head, your Housemaster, the School Nurse or anyone you feel you can confide in. You must not stand by while witnessing someone else being bullied.

Support Organisations providing information, resources and advice:

- **Beatbullying UK** – www.beatbullying.org.uk
- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **Kidscape** – www.kidscape.org.uk
- **Childnet** – www.childnet.com
- **Bullying UK** – www.bullying.co.uk

Pastoral concerns

Counselling: there are people in school whom you can see if you need to:

- One of the trained counsellors or
- The School Chaplain.

You can request an appointment by emailing counselling@alleyns.org.uk, or

- By seeing the School Nurses
- By asking your Head of Section, Housemaster, or Form Tutor to make an appointment on your behalf.

To see **the School Chaplain** (or just call in) you can find the office opposite the Dining Hall or:

- By emailing chaplain@alleyns.org.uk
- By texting 07841 800609
- By asking your Head of Section, Housemaster or Form Tutor to make an appointment on your behalf.

Appendix 5: Anti-bullying and Safeguarding summaries – Poster in classrooms

Anti-Bullying: Summary

Alleyn's is regarded as a happy and friendly community in which everyone respects, supports and cares for everyone else. All members of the Alleyn's community have the right to remain free from bullying or the fear of bullying (including cyber-bullying), both inside and outside School.

All members of the School should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

If, as a pupil, you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, a Sixth Former, your Tutor, your Section Head, your Housemaster, the School Nurse or anyone you feel you can confide in.

Cases of bullying or suspected bullying will be carefully and thoroughly investigated. All those involved will be given a fair opportunity to talk about the matter with an appropriate person.

Bullying is a clear breach of the Pupil Code of Conduct and the full range of disciplinary sanctions available throughout the School may be used to deal with cases of bullying where found and confirmed.

Alleyn's School does not tolerate bullying

Support Organisations providing information, resources and advice:

- **Beatbullying UK** – www.beatbullying.org.uk
- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **Kidscape** – www.kidscape.org.uk
- **Childnet** – www.childnet.com
- **Bullying UK** – www.bullying.co.uk

Safeguarding: Summary

Alleyn's School has a duty of care to all its pupils, and is committed to ensuring their welfare. The School aims to provide a safe environment for its pupils, to identify pupils who are suffering or likely to suffer, significant harm and to take action to ensure that pupils are kept safe at School and at home.

The term 'welfare' covers health, happiness, development (physical, intellectual, social and behavioural) and protection from risk of suffering harm. The welfare of pupils applies equally during the school day and during out-of-school activities, including visits over the weekend and holidays. The School is also obliged to consider a pupil's welfare if it learns of an incident which has occurred outside School.

Every school is required to have a member of staff (Designated Safeguarding Lead) to oversee their safeguarding responsibilities. The Designated Person for Alleyn's Senior School is **Mr Skinnard**.