



4 - 18 yrs Co-educational Independent Day School

# Whole School Mental Health and Emotional Wellbeing Policy

**Approved by:** Laura Sweetman, DSL

**Date:** 18<sup>th</sup> April 2024

**Last Reviewed:** 1<sup>st</sup> April 2024

**Next Review Due:** 1<sup>st</sup> August 2026

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### 1.0 Policy statement

At Arnold Lodge School (ALS) we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and directors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

### 2.0 Scope

This policy is a guide to all staff – including non-teaching and directors – outlining the ALS approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies including the Staff Wellbeing Policy and Behaviour Policy. Arnold Lodge School is committed to a programme of action to make this policy effective and to bring it to everyone's attention. However, this policy can only be effective if everyone co-operates to achieve its aims.

### 3.0 Policy Aims

- > Promote positive mental health and emotional wellbeing in all staff and students.
- > Increase understanding and awareness of common mental health issues.
- > Enable staff to identify and respond to early warning signs of mental ill health in students.
- > Enable staff to understand how and when to access support when working with young people with mental health issues.
- > Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.

- > Develop resilience amongst students and raise awareness of resilience building techniques.
- > Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

#### 4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- > Pastoral Staff (PSO and TA)
- > Designated Safeguarding Lead & DDSLs (HoKS & AHoKS team)
- > Inclusion team (MJ, HB, JD & VW)
- > Senior Mental Health Lead (LSw)
- > PSHEE Coordinator (RD)
- > If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should report this as per the safeguarding procedures via MyConcern.
- > If there is a concern that the student is high risk or in danger of immediate harm, speak to the DSL or a DDSL as soon as possible.
- > If the child presents a high risk medical emergency, relevant procedures should be followed, including involving Lorraine Neale as School Nurse and the emergency services if necessary.

#### 5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS/RISE or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals. These will be held on MyConcern and only shared when necessary. Risk Assessment where needed will also be included for example, in cases of self harm on site.

Suggested elements of this plan include:

- > Details of the pupil's situation/condition/diagnosis
- > Special requirements or strategies, and necessary precautions
- > Medication and any side effects
- > Who to contact in an emergency
- > The role the school and specific staff

#### 6.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHEE curriculum and our mentor programme.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

## 7.0 Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, SFSH, toilets etc.) and through our communication channels (weekly newsletters, half termly mentor and PHSEE communications, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- > What help is available
- > Who it is aimed at
- > How to access it
- > Why should they access it
- > What is likely to happen next

## 8.0 Sources of support at school and in the local community

### School Based Support: Senior

Source of support	Suitable for...?	How is this accessed?
Teaching staff, AHoKS, HoKS – weekly check ins; drop ins; revision clubs; pastoral support; mentoring	All pupils	Speak to a trusted adult and support will then be put in place to meet the needs identified
Nurture Groups	Pupils who prefer small spaces at social times that are quieter	In Mrs Rudel's breaktime and lunch club room
Art Therapy	Pupils who access or need to access support from Mrs Rudel	Via HoKS referral
Mrs Cornish	Pupils who need additional academic support	Parental referral or via the inclusion team
Inclusion clubs	Pupils who need additional support to navigate school successfully and happily	Signposted and provided by the inclusion team
IDL Literacy support &	Pupils who are struggling with	Identified by teaching staff and signposted

interventions	literacy	by Inclusion Team
Peer support/Buddy programme	Pupils who would like some support with friendships or social interactions	Via the prefect team – speak to one of the pupil leaders; buddy bench.
External support (see below)	Pupils who meet the threshold of need	Referred by school with support from home where possible
Whisper Reporting System	All pupils	Via the school website

### School Based Support: Junior

Source of support	Suitable for...?	How is this accessed?
Thrive school	All pupils and targeted interventions	Thrive lead and incorporated into school life – pupil planners etc
Zones of regulation	All pupils	Each classroom has a zones of regulation board which is age appropriate
Message Monsters	All pupils	Each classroom has a message monster for both positive messages and worries. These are then discussed/addressed in PSHE/circle time lessons.
Self-reflection and continuation of zones of regulation – daily check in	Upper Juniors	Pupil planners
Drawing and talking	Pupils identified by class teacher and discussed with Inclusion Team	Matt James and Sonja Tester weekly sessions.
Lego Therapy	Pupils identified by class teacher and discussed with Inclusion Team	Coming in Autumn 2024!
Whisper Reporting System	All pupils	Via the school website

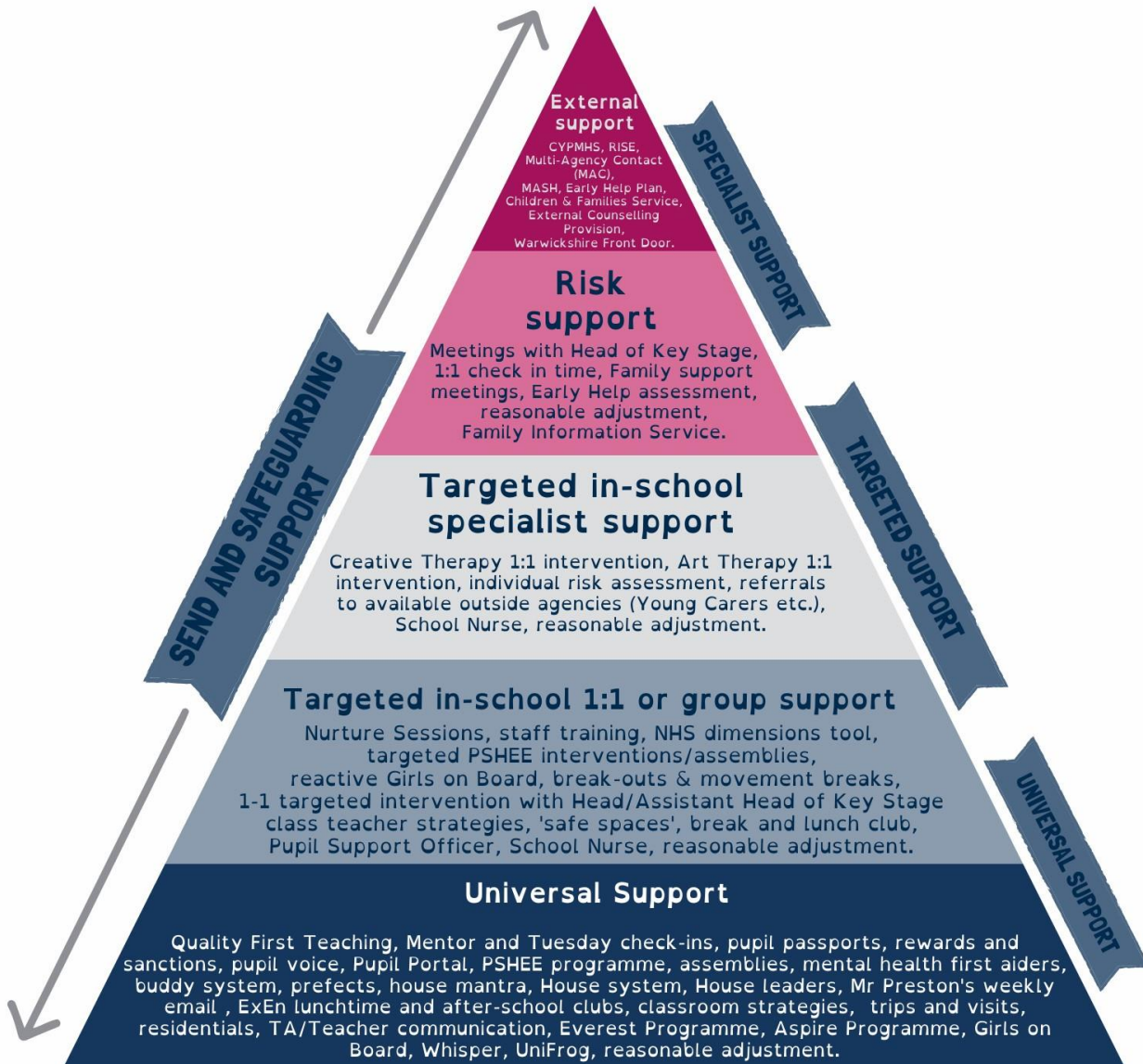
### Local Support

1. Warwickshire Front Door: [triagehub@warwickshire.gov.uk](mailto:triagehub@warwickshire.gov.uk) 01926 414144 option 3  
[www.Warwickshire.gov.uk/mash](http://www.Warwickshire.gov.uk/mash)
2. Family Information Service (FIS) 01926 742274 [fis@warwickshire.gov.uk](mailto:fis@warwickshire.gov.uk)
3. Early Help (EH) 01926 412412 [www.Warwickshire.gov.uk/childrenandfamilies](http://www.Warwickshire.gov.uk/childrenandfamilies)
4. Police 101
5. Children and Adult Mental Health Services 0300 200 2021 referrals:RISE (SOLAR in Solihull).
6. [www.talkingtherapies.cowarkpt.nhs.uk](http://www.talkingtherapies.cowarkpt.nhs.uk)
7. Flourish [www.youcanflourish.co.uk](http://www.youcanflourish.co.uk)
8. BEAT - support for those suffering with eating disorders and their families.  
[www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk) 0808 801 0677 [help@beateatingdisorders.org.uk](mailto:help@beateatingdisorders.org.uk)
9. Online support - if a pupil is struggling and would rather speak to someone online then Kooth are a positive option. If a child is in crisis and at home then they can text SHOUT to 85258 and a support volunteer will speak to them via text.



# Pastoral and Safeguarding Support in Arnold Lodge Seniors

Arnold Lodge School's Graduated Response to Pastoral, Emotional Wellbeing and Mental Health Support



HEARD SAFE HEALTHY SKILLED HAPPY



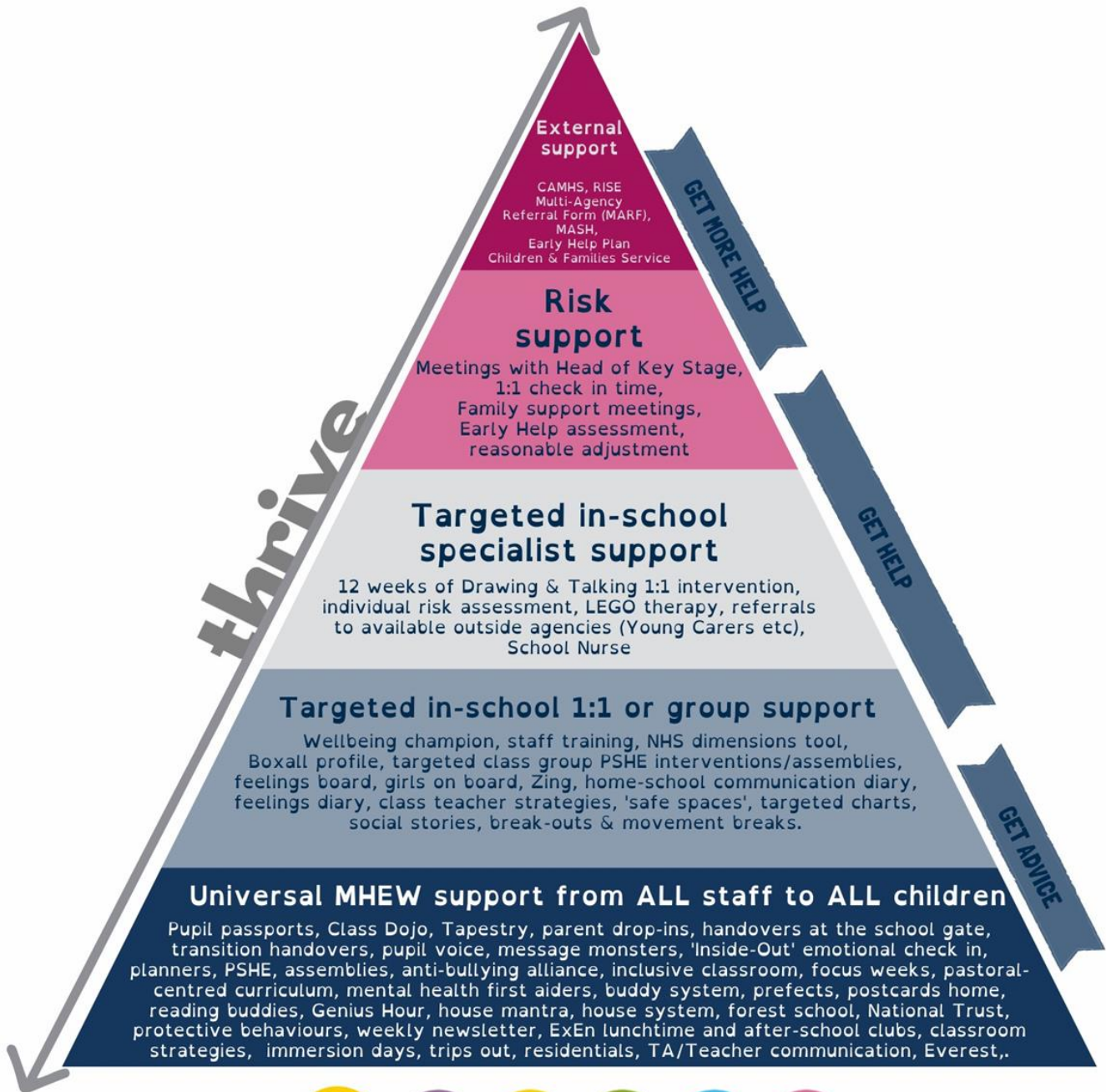
HAPPIER GIRLS DO BETTER



CREATIVE THERAPY

# Pastoral Support at Arnold Lodge School

Arnold Lodge School's Graduated Response to Pastoral, Mental Health and Emotional Wellbeing Support



HEARD SAFE HEALTHY SKILLED HAPPY



HAPPIER GIRLS DO BETTER



## 9.0 Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the pastoral team via MyConcern or in person if a pupil is at a point of crisis in school.

Possible warning signs, which all staff should be aware of include:

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

## 10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS/RISE, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with local external agencies in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- > Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- > Working closely with local authorities and SEMH services and other agencies & services to follow various protocols including assessment and referral;
- > Identifying and assessing in line with the Dimensions Tool, children who are showing early signs of anxiety, emotional distress, or behavioural problems, and referring via EHAT where applicable.



- > Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- > Providing a range of interventions that have been proven to be effective.

According to the child's needs we:

- > Ensure young people have access to pastoral care and support, as well as specialist services, including RISE/CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- > Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered takes account of local community and education policies and protocols regarding confidentiality;
- > Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- > Identify, assess and support young carers under the statutory duties as outlined in the Children & Families Act 2014.

### **11.0 Managing disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded on MyConcern, including:

- > Date
- > Name of member of staff to whom the disclosure was made
- > Nature of the disclosure & main points from the conversation
- > Agreed next steps

If a disclosure is made during the Peer Mentoring Programme then any disclosures made will also map with this process.

### **12.0 Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- > Who we are going to tell
- > What we are going to tell them
- > Why we need to tell them
- > When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with the DSL team this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care

should staff absence occur and provides opportunities for ideas and support.

If a pupil gives us reason to believe that they are at risk, or there are safeguarding issues, parents should not be informed, but the safeguarding procedures should be followed.

### **13.0 Whole school approach**

#### **13.1 Working with parents/carers**

If it is deemed appropriate to inform parents there are questions to consider first:

- > Can we meet with the parents/carers face-to-face?
- > Who should be present – students, staff, parents etc.?
- > What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

#### **13.2 Supporting parents**

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- > Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- > Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- > Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community teams (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- > Ensuring parents, carers and other family members living in challenging circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

#### **14.0 Supporting Peers**

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided 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 needs help (e.g. signs of relapse)

Additionally, we will want to highlight 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

## **15.0 Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep students safe. We will also host relevant information on our website for staff who wish to learn more about mental health.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with LSW who can also highlight sources of relevant training and support for individuals as needed.

## **16.0 Staff Wellbeing**

The ALS Staff Wellbeing Policy comprehensively covers the impact that stress and emotional load can have on professionals along side the provision in place at ALS to support any member of staff across our community who is affected. Mental Health Risk Assessment procedures are followed to ensure that reasonable adjustments are made in accordance with Occupational Health protocols.

Our half termly Staff Forums and annual Staff Surveys provide platforms for open discussion of issues or support needs and are feedback for action to SLT. ALS has an active Whistle Blowing Policy if staff wish to raise concerns of this nature regarding a colleague.

## **17.0 Policy Review**

This policy will be reviewed every two years as a minimum. The next review date is August 2026  
In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Laura Sweetman as DSL.

Any personnel changes will be implemented immediately.