

# York High School

Resilience – Aspiration - Success

## Pupil Well-being Policy

Adopted by Governors: May 2020

Review timetable: 3 years



### Introduction

- It is estimated that 10% of all children aged 5-16yrs experience mental health needs. 50% of those with life-long mental health problems first experienced symptoms by the age of 14 years.
- Many students will be able to cope with mental health problems with minimal support but others will need more intensive support.
- At York High School we believe that it is essential to support students with mental health problems to enable them to reach their full potential.
- At York High School we understand that some mental health difficulties are temporary due to exceptional circumstances while others reflect emerging longer term mental health illness.

### Aims of this policy

The aims of this policy are to provide: a clear, transparent and practical policy framework relating to mental health issues for students, staff and parents/carers at YHS

### Definition of 'mental health' & 'mental health difficulties'

Mental health can be defined as "*the emotional and spiritual resilience which enables us to enjoy life and to survive pain, disappointment and sadness*"

For the purposes of this policy, the term "mental health difficulties" refers to:

- Long term mental illnesses or psychiatric conditions - which may be classified as a disability under the DDA
- Emerging mental health problems which may develop into conditions which require ongoing support or intervention
- Temporary debilitating mental health conditions or reactions which impact on a student's ability to fulfill their academic potential.

There are a range of conditions which come under the umbrella term "mental health difficulties", including anxiety, depression, eating disorders, bipolar mood disorder, schizophrenia (psychotic episodes), self-harm obsessive compulsive disorder, and many more, as diagnosed by a relevant medical practitioner.

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### Summary of Key Responsibilities

- Assistant Headteacher for Care and Guidance has overall responsibility for the Schools Well Being Strategy
- All staff are made aware of the terms of this policy and their responsibilities arising under it
- The policy is kept under review and updated every three years
- Appropriate training will be given to all staff
- Students and staff are encouraged to bring to attention of relevant pastoral staff any mental health difficulties so that appropriate support measures can be put in place
- The school has a responsibility to keep all students and staff safe – physically and emotionally - by offering an emotionally safe environment, free from discrimination, bullying or stigma.

### YHS will ensure that:

- At YHS we have a commitment to encourage and celebrate all aspects of pupils' skills, capacities and interests in addition to academic assessments and achievements
- Reasonable adjustments in Teaching and Learning are considered for students falling under the DDA definition of disability
- Clear information on how to access support is given to students
- Students have access to the school wellbeing worker
- There is a positive promotion of good mental health preventing stigma and discrimination
- Students are referred to the correct external agencies
- We will work to establish and maintain positive relationships with parents and carers.
- Students will have accurate and relevant information about good mental health through PE/PSHE curriculum.

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### Staff at York High School will ensure that

Staff at YHS will

- Work to make sure that mental health difficulties are not a barrier to success
- Treat all medical information sensitively on a 'need to know' basis unless there is a risk of harm to the young person
- Treat any disclosure of mental health difficulties seriously and refer students on to appropriate sources of support
- In the first instance staff should refer the student to the House Leader
- Where a student is in emotional crisis, requiring immediate intervention, the member of staff is to direct the student to pupil reception where an assessment of the situation can be made.
- Where students are facing significant difficulties then they will be offered time in IN1
- Each case will be assessed individually to offer a personalized response. In some circumstances friends/siblings will be allowed to stay with the individual who is in crisis
- Share relevant information with the appropriate external agencies

### Building Resilience and Offering Support for students

- Day to Day support and guidance from House Leader and form tutor
- PHSE /SRE curriculum focusing on preventative intervention and effective coping strategies including healthy living, positive relationships and peer support, awareness of the 'bucket model of resilience'.
- Access to school nurse for advice
- Counseling service delivered by Noreen Reid including drop in sessions for students
- Support in the inclusion room, IN1
- Referrals to the school wellbeing worker
- Referrals to the school's Educational Psychologist, Kathy Arden
- Liaison with CAMHS for students requiring more intensive specialist support from Limetrees
- Student Support Centre placements
- Pupil welfare and safeguarding officer Jill Womack
- Students that are reintegrating back into school after an episode/crisis or period of time off school may need a personalized learning programme. Some students with

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severe mental health needs may not be able to attend school on a full-time basis for a short period of time and will need a phased re-integration.

### Measuring Wellbeing

A pupil survey is carried out on a termly basis to help us measure the well-being of our pupils. This includes questions around the issues of learning, enjoyment, behaviour, safety, bullying, and support. The school is also committed to taking part in any City wide, regional or national surveys on well-being.

### Confidentiality

- Any initial disclosure of a mental health difficulty to a member of York High School staff will be treated with sensitivity.
- Students will be made aware of who their information is being shared with and the reason for this.

**Improved mental health and wellbeing is associated with a range of better outcomes for people of all ages and backgrounds. These include improved physical health and life expectancy, better educational achievement, increased skills, reduced health risk behaviours such as smoking and alcohol misuse, reduced risk of mental health problems and suicide, improved employment rates and productivity, reduced anti-social behaviour and criminality, and higher levels of social interaction and participation.**

This policy is based on the following documents

- Mental Health Foundation-Mental Health in schools-Make it Count 2020
- PHSE Association-Guidance on teaching about mental health and emotional well-being.2019
- DFE Children’s mental Health and behaviour in schools November 2018
- Mental Health Foundation-Mental Health in schools-Make it Count 2020
- DCSF ‘Promoting Emotional Health and Wellbeing in Children and Young People’ 2010
- HMGov ‘Early Intervention: Next Steps’ (The Allen Report) 2011
- HMGov ‘No Health Without Mental Health’ 2011
- Children’s Society report on ‘The Good Childhood Index Report 2012’
- Children and Young People’s Mental Health Coalition ‘Resilience and Results: How to improve the emotional and mental wellbeing of children and young people in your school’. 2012