



David Ross Education Trust

Broadening Horizons

Mental Health and Wellbeing Policy (Pupils)

Document Management Information

Applicable to:	All staff in all Academies and Central Support Services including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	The policy has been developed with reference to non-statutory guidance and advice including Behaviour in Schools and Mental Health and Behaviour in schools.
Dissemination:	The policy will be available to staff via the Trust's Policy Centre
Implementation:	The policy will be used by staff at all academies.
Training:	Policy implementation will be led and managed by the Senior Mental Health lead in the academy with other staff who have received training in Mental Health First Aid. Through frequent and routine safeguarding training, staff at each academy will be trained to recognise the changes in a child's behaviour that might be indicative of low mood and possible mental health concerns.
Review Frequency:	Three Years. Policies will also be reviewed earlier if needed in the light of new legislation and guidance.



1. Introduction

- 23.1. The David Ross Education Trust (the Trust), all its employees and volunteers, are committed to promoting the mental health and wellbeing of all children. The policy reflects its responsibilities in ensuring all members of the Trust create a safe environment in which children can thrive and learn. u932e7.



4. Prevention

- 26.1. Each academy will create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of l



support plan that is reviewed regularly for the impact on outcomes. Where appropriate, a pupil will be offered internal intervention support that is tailored to their needs as part of the graduated approach. This is likely to include nurture groups, reduced timetable or time out pass. The academy will work with medical professionals to create an Individual Health Care Plan where appropriate. The pupil's IHP will contain the following details:

- x The mental health issue (and its triggers, signs, symptoms and treatments).
- x The pupil's needs resulting from the condition.
- x Specific support for the pupil's educational, social and emotional needs.
- x The level of support needed.
- x Who will provide the support.
- x Who in the school needs to be aware of the child's condition.
- x What to do in an emergency.

7. Access to specialist support

29.1. Academies will work effectively with external agencies to provide swift access or referrals to specialist support and treatment. They will engage other agencies in supporting these pupils such as educational psychological support, Mental Health Support Teams, counselling services, local and specialist health providers and recommended therapies such as art and music therapy. Academies will maintain a dedicated space where all pupils have access to calming or specialist provision.

8. The link between mental health and behaviour

30.1. Short term stress and worry is a normal part of life, and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, but other factors can make such stress part of an enduring and persistent mental health problem for some children.

30.2. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems. Where



- x Covering parts of the body that they wouldn't have previously
- x

- 33.6. Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:
- x Who they will share the information with.
 - x What information they will share.
 - x Why they need to share that information.
 - x Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.
 - x Parents or carers will be informed unless by doing so the child will be placed at additional risk. The DSL will discuss all such decisions and act in accordance with the DRET Safeguarding and Child Protection policy. The DSL or the Mental Health Lead will agree who will be the main point of contact with the parents or care givers, providing continuity and stability for the child.

12. Record keeping

- 12.1. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.
- 12.2. Clear and comprehensive details regarding case work for each child, including concerns, subsequent actions, decisions and outcomes will be recorded electronically. This information will be kept confidential and stored securely and separately in the safeguarding management system, accessible only by those authorised to do so from the safeguarding leaders. Records will include a robust chronology, relevant internal and external information with respect to the plans in place to support the child. The designated safeguarding lead will assure the quality of each entry ensuring that they represent an accurate case history.

13. Roles and Responsibilities

13.1. The Academy Principal

- 13.1.1. The Principal of each academy is responsible for the implementation of this policy, delegated to other senior colleagues including the Senior Mental Health Lead and the Designated Safeguarding Lead.
- 13.1.2. The Senior Mental Health Lead is responsible for establishing and sustaining a robust culture promoting pupils' mental health and wellbeing. Their strategy will be well coordinated with other colleagues responsible for pupils' personal development, including their spiritual, moral, social and cultural development. Provision should be aligned to the PSHE curriculum and associated activities such as the assembly programme, the co-curriculum and the enrichment offer.
- 13.1.3. The Designated Safeguarding Lead is responsible for supporting pupils known to have a mental health condition, and coordinating that support with specialist providers within the academy, with local safeguarding partners and with specialised external agencies. The DSL is also responsible for establishing and sustaining an effective system for identifying pupils who may be experiencing mental health difficulties, such as through analysing pupils' attendance data and in collaboration with other academy specialists such as the SENCO.

14. Reporting and Consequences of Non-Compliance

- 14.1. Compliance will be reported routinely to the Trustees via the Safeguarding report to the Education Committee and to Education leadership team via Principal's meetings with the respective Head of



Primary/Secondary and Regional Director. Non-compliance will be managed in accordance with the Trust Disciplinary Policy.

15. Policy Status

15.1. This policy does not form part of any employee's contract of employment.

16. Related Policies

16.1. This policy is related to the following other Trust policies:

- x Safeguarding and Child Protection Policy
- x Behaviour and Ethos Policy
- x Exclusions Policy
- x Attendance Policy
- x Special Educational Needs and Disabilities Policy
- x Policy for Transgender Pupils