



This document is awaiting approval from School Governors, who are due to meet in August 2020.

This document is a draft and should be used as a guide.

Pupil Well-Being and Mental Health

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Guiding Principles/Ethos

Trinity school is committed to ensuring its pupils have the highest levels of well-being possible. We recognise that having special education needs and a range of other related disabilities can make our pupils vulnerable to mental health issues. As such, the strategies that will support mental health and well-being in our setting will look very different from others

It is important that we recognise and minimise the factors that contribute to poor well-being, as well as providing timely support systems and proactively promoting positive well-being through a range of strategies. We aim for pupil well-being and good mental health to be reflected in the culture, organisation and management of our school.

Aims

- *To ensure a continuous commitment to pupil well-being from senior leadership and the governing body*
- *To ensure well-being for pupils is universally supported across the many phases and job roles in the school*
- *To ensure that the school specific factors contributing to poor well-being are identified and addressed*
- *To ensure systems are in place to support the well-being of pupils who are experiencing difficulties in their personal lives outside of school*
- *To ensure proactive strategies are in place to promote positive physical and mental health and well-being, not just responding to crises and concerns*
- *To train and support staff to ensure they are able to meet the mental health and well-being needs of our pupils*
- *To provide a whole school approach to the development of communication skills, led by the SALT team, so pupils are able to advocate their needs and wants*
- *To ensure all well-being systems concerning pupils are sensitive, supportive and confidential.*
- *To ensure parents are key partners in working together to address well-being and mental health issues for our pupils*

Scope

This policy applies to all pupils at Trinity School, regardless of role, phase, age, gender, sexual orientation, ethnicity, religion or special educational need.

Agreed Procedures/Guidelines

Dissemination

The policy will be shared with staff, parents and governors, via the following methods:

- *Introduce the policy as part of a staff twilight session*
- *A copy or direct link to the policy will be emailed to all staff*
- *New staff will receive a copy of this policy during the induction process*
- *A copy of the policy will be available on the school intranet system*
- *School website for parents to view*

The role of the Headteacher, deputy heads and heads of school

The SLT aim to promote positive mental health and well-being for every pupil. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches for identified pupils. In addition to promoting positive mental health, we recognise that our pupils are vulnerable to mental health issues and this often presents as complex behaviours. The needs of these pupils can be significant and as such, they are at risk of being excluded from education. Trinity school has a range of systems to support such pupils and aims to keep

them in an appropriate setting within our school. We also complement this with timely and ongoing support for families, who will also be experiencing the difficulties of the presenting complex behaviours.

Staff responsibilities

All members of staff, regardless of role, are responsible for the promotion and development of pupil well-being. We expect members of staff to treat pupils with dignity at all times, giving due regard to the range of needs they may have. All staff are expected to work collaboratively to create a supportive learning environment that allows pupils to live a meaningful and safeguarded life. This includes, but is not limited to, facilitating pupil's learning, attending to mobility, medical and intimate care needs, and supporting complex behaviours.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to their phase team in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral a DSL. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the School Nurse and contacting the emergency services if necessary. This procedure would be the same with any mental health emergency which could include; serious harm to themselves and those around them, suicidal ideation, plan and intent of suicidal activity.

All school staff are encouraged to:

- Understand this policy and seek clarification from management where required
- Consider this policy while teaching and supporting pupils
- Support fellow staff in their awareness of this policy and the systems in place to support them
- Support and contribute to Trinity's aim of providing a mentally healthy and supportive environment for all pupils.

Open Door Culture

Trinity School operates an 'open door' culture for staff to speak to managers and senior leadership. Everyone should feel free to discuss any pupil issues with managers without fear of reprisal or stigma. Asking for help is seen as a sign of professional strength and will always be encouraged. All concerns will be taken seriously and where appropriate, acted upon. Managers and senior leadership will always see pupil well-being issues a priority, so if one manager is not available, another will always be on hand to speak.

Behaviour team

The behaviour team are central to recognising and supporting pupils with well-being and mental health needs. Most pupils with well-being/mental health needs will present with challenging behaviours. Pupils who present with challenging behaviour as a result of anxiety, medical needs or complex autism will by extension also experience poor well-being and mental health.

Heads of school will place pupils of concerns onto the school Structured Behaviour Referral System. At the early stages of severity, this will be addressed and monitored in phase (stage 1 and 2). At stage 3 pupils are referred to the behaviour team, who will offer personalised support, advice monitoring and referrals to internal and external professionals.

Referrals and multiagency working

The following professionals may be referred to when planning for personalised support for pupils with mental health and well-being needs:

- CAHMS
- Paediatricians, Dieticians and Psychologists via the nursing team
- Physiotherapists and occupational therapists
- Home intervention worker and Home liaison leads
- SALTs
- Structured Teaching Consultant
- Sensory Integration Therapist
- Child and Adult Social Care
- Early Intervention Workers
- EHC team

Recovery in the Personalised Learning Centre

When pupils present with periods of complex behaviours and well-being challenges, they may be identified for a period of recovery via the behaviour team. This will take place in the personalised learning centre and allow for pupils to have 1:1 support in a designated space. Staff will develop strategies to support the pupil with their specific needs, before aiming to reintegrate pupils back into their main school class.

Inclusion and LLC

Trinity School offers a range of provisions to meet the complex needs of our pupils. Where pupils experience complex behaviour and well-being needs that prevent them from accessing a main school class, pupil may guest in or be offered a space in the inclusion class or the living and learning centre. Both provisions provide high levels of staffing, personalised spaces and an adapted timetable and curriculum to support pupils, reduce their anxieties and promote positive well-being.

Curriculum, pedagogy and life skills

Pupils will learn about and engage with a range of well-being topics and activities in the curricula of all the phases of the school. This includes but is not limited to;

- PSHE
- RSE
- Communication

Because of the cognitive needs of our pupils, well-being and mental health topics are differentiated to both needs and abilities. Although our pupils may not access discrete and specific topics related to well-being and mental health, pupils will learn to develop a range of life skills and understanding that will support them to experience positive life outcomes. This includes but is not limited to communication skills, home management, cookery, physiotherapy routines, self-care and independence, PE and health related exercise and community access.

Pupils will access their learning through a differentiated curriculum that is delivered using

Training

All staff will be provided with a range of training opportunities appropriate to the pupils they are supporting. The proper implementation of this training will facilitate the well-being of pupils, both directly and indirectly. This includes, but is not limited to:

- Pedagogy Training (ASD, PMLD, ASD)
- Communication and SALT training
- Health and safety training (manual handling, first aid, alternative feeding systems)
- Behaviour and crisis prevention, including Team Teach
- Training from specialist services (medical, physiotherapy, occupational therapy)

Home Intervention

The home intervention service will support families of pupils with identified mental health and well-being needs. The lead worker will liaise with families to offer tailored support and strategies, in tandem with ongoing support in school. This will ensure consistency of support between the two settings. Where appropriate the home intervention lead will also work with early intervention and social workers to support well-being.

Monitoring/How do we know this approach is working?

- *Numbers of pupils experiencing mental health and well-being issues remain minimal. Where pupils experience prolonged or profound needs, this is due to complex internal factors rather than environmental.*
- *Numbers of pupils on the behavior referral system are minimal and decrease with effective intervention and support. Data for both to be monitored by the Deputy Head for Behaviour.*
- *Pupils make excellent progress towards their learning objectives in relation to the curriculum areas listed in the above policy.*
- *Collaborative working is in place between the above-mentioned professionals and this facilitates positive outcomes for pupils.*