



Name of School	The Toynbee School
Date of Policy Issue/Review	
Name of Responsible Manager/Headteacher	Paul Lawrence
Governors' Sub-Committee	Welfare & Guidance

This document outlines the provision that will be in place to support pupils with Social, Emotional and Mental Health needs.

INDIVIDUAL CARE PLANS

For any pupils for whom we have concerns or who receive a diagnosis pertaining to their mental health an Individual Health Care Plan will be written. The process will be overseen by the pupil's Guidance Manager or the SENCO and will involve the pupil, the parents and relevant health professionals. It will be recorded on the pupil's CPOMs record. It will include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PDL days curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching and alongside statutory government guidance. There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

SIGNPOSTING

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. The SENCO and Guidance Managers have an open door policy for pupils, parents and staff to discuss any concerns and the support available. What support is available within our school and local community, who it is aimed at and how to access it is outlined in **Appendix A**.

We will display relevant sources of support in communal areas such as the notice boards by Guidance Managers offices and via the school website and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupils help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it



- Why to access it
- What is likely to happen next

WARNING SIGNS

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with the SENCO and GMs.

Possible warning signs 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

MANAGING DISCLOSURES

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the pupil's confidential file on CPOMs. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the SENCO, GMs and DSL as appropriate, who will store the record appropriately and offer support and advice about next steps (See **Appendix A** for further support available).



In addition the SENCO and GMs will ensure that there is early intervention, following an Assess, Plan, Do, Review model and that appropriate reasonable adjustments are made for the pupil.

If a child gives us reason to believe that there may be underlying child protection or safeguarding issues, the Designated Safeguarding Leads [Mr Longden, Mr Lawrence, Mrs Taylor or Mrs Hill] must be informed immediately as per The Child Protection and Safeguarding Policy.

WORKING WITH PARENTS

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the student, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our Mental Health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our information evenings
- Keep parents informed about the mental health topics their children are learning about and share ideas for extending and exploring this learning at home

SUPPORTING PEERS

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis



which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil 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 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

TRAINING

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection and safeguarding training in order to enable them to keep students safe.

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 developing situations with one or more pupils.

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 Mrs Hinks, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.



Appendix A: SEMH CARE AT TOYNBEE SCHOOL

IN SCHOOL MENTAL HEALTH PROVISION

Intervention	Type	How to refer
PDL Days	Whole school	N/A
Year Group assemblies	Whole year group	N/A
GM 1:1s	1:1 with own GM	Contact GM
Anger Management	1:1 with LSA	Contact GM or SENCO
Anxiety Management	1:1 with LSA	Contact GM or SENCO
Nurture Group	Small group in year 7 and 8	Students picked by GM and SENCO
ELSA (emotional literacy support)	1:1 with ELSA trained staff	Contact GM or SENCO
FIEPS (counselling)	1:1 with FIEPS (GM)	Contact GM or SENCO
Chillax Room	Drop in sessions at break and lunch for peer support and for pupils that aren't sure where to go	Drop in sessions, all welcome (staff on duty to oversee and regulate)
Lego Therapy	Small group intervention run by trained LSA	Students picked by GM and SENCO
Changes to timetables (phased returns, reduced timetables)	Individual pupils, in conjunction with SENCO/GM/PD/SLT	Contact SENCO/GM/PD
Home visits	Individual pupils	Contact GM
Yoga and Wellbeing (after school club)	Pupils who sign up	Contact Ms Murchie



EXTERNAL AGENCY MENTAL HEALTH PROVISION

Intervention	Type	How to refer
CAMHs	Either for diagnosis or 1:1 and family support	Contact GM or SENCO GPs can also refer
EYC (Eastleigh Youth Counselling)	1:1 counselling support	Contact GM or SENCO GPs can also refer
Young Carers	Support for pupils who are also young carers	Contact GM
Educational Psychologist (EP)	Support for school with strategies and interventions for pupils, 1:1 sessions with pupils, consultations for advice with school and family	Contact SENCO
Catch-22	Support for pupils with substance abuse issues	Contact GM
Early Help Hub	Referrals for family support outside of school	Contact GM
EIS (education inclusion service)	Referrals for education outside of the classroom	Contact GM