



JFS School
The Mall, Kenton, Harrow, Middlesex HA3 9TE

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

Reviewed in May 2019
Next due for review in May 2021

The CSWAB Committee of JFS School adopted this policy in June 2019
subject to intervening legislative changes

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1. POLICY STATEMENT

At JFS, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. 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. SCOPE

This policy is a guide to all staff – including non-teaching and governors – outlining the JFS approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

3. POLICY AIMS

- Promote positive mental health and emotional wellbeing for 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. KEY STAFF MEMBERS

This policy aims to ensure all staff share in the responsibility of promoting the positive mental health and wellbeing of students. However the following key staff have specific roles in leading on this key area of school life:

- Pastoral Staff – Heads of Year, Pastoral Support Officers
- Designated Safeguarding Lead and the deputy leads
- SENDCO
- PSHE Coordinator
- Emotional Wellbeing Practitioner
- School Counsellors
- Social Worker
- Medical Officer

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the ***Designated Safeguarding Lead***.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. 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 PSHCE curriculum, weekly assemblies and our peer education and mentoring programme.

Incorporating these messages 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 helping students to support any of their friends who are facing challenges. **See Section 12 for Supporting Peers**

6. 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, classrooms, common areas, etc.) and through our communication channels (newsletters, 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

7. SOURCES OF SUPPORT

JFS has a pastoral team dedicated to the nurture and care of each student. Each year team comprises of the Head of Year and the Assistant Head of Year, with a Pastoral Support Officer assigned to each of Years 7-11.

Additionally JFS has established a multi-disciplinary team which consists of:

Designated Safeguarding Lead

SENDCo

School Counsellors

Emotional Wellbeing Practitioner

Social Worker (school based)

The team is led by the Deputy Head for Pastoral Care and is supported by the SEN and Safeguarding Administrator.

The school has a Wellbeing Suite, an Eco Sensory Garden (under development), an Inclusion Room and Health Hut. All these areas are dedicated to the wellbeing of students and staff.

All local authorities have CAMHS provision. Where referrals are made this is based on the residential borough of the student.

Brent <https://www.cnwl.nhs.uk/service/brent-child-and-family-clinic/> Tel: 0203 317 5050

Barnet <http://www.behcamhs.nhs.uk/contact-us/contact-barnet-camhs.htm> Tel: 0208 702 3300

Herts <https://www.hpft.nhs.uk/contact-us/> Tel: 0300 777 0707

Appendix 1 outlines the support services provision at JFS for Mental Health and wellbeing

Appendix 2 outlines the support provision for sixth form students

PSHE:

- Covers a variety of Wellbeing related topics and brings in outside speakers.
- Happens fortnightly for year's 8 plus.
- Outside speakers: Amy Winehouse Foundation, Streetwise, CST, JAMI

Mentoring and Peer buddies

Year 10 students apply (around 34) and receive training to become peer buddies for Year 7 students. They learn leadership, holding circle time, safeguarding, running form times. In year 11 they go weekly to their forms which they are assigned for a year.

Events:

***Wellbeing week:** Lead by the head girl and boy team and sixth formers

A week dedicated to wellbeing: Ted style talks, internal and external speakers, activities, workshops and films.

***Visibility for disability: March** A student led awareness week about disability: Art displays, events, message is all about being yourself

Pause for thought: Daily moment to pause and listen to a short podcast by staff and students.
Well Being related topics

8. 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 Designated Safeguarding Lead using the school referral form located on the staff desktop. If the DSL or DDSL are not available the staff member must refer to the Head of Year.

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

Teacher wellbeing:

*Daily wellbeing activities for staff before and after work

*15 minute forum

*Wellbeing workshops at inset day

*Wellbeing bulletin sent out each week

*Counselling available on request

Parent wellbeing

*Speakers and workshops for parents on a range of relevant topics

SEN: Inclusion:

*Workshops around social skills, communication, organisational skills, making friends...

*Ed psychologist offered CBT workshops for students with anxiety

* Mentoring

Year 7:

*Loving classroom: <http://lovingclassroom.com/>

*Peer Buddies

*Settling in groups with counsellor

Year 8:

*In March the whole year will be part of The Peer Education Project, created by the Mental health foundation.

Learn more here: <https://www.mentalhealth.org.uk/projects/peer-education-project-pep>

The aim of the project is to teach year 8 students the skills and knowledge they need to safeguard their mental health.

Year 9:

Student ambassadors: Opt in role to contribute to a department in a school: Life skills, responsibility, role in school.

Year 10:

*Student officers

* Form time mindfulness

Year 11:

*Achievement interventions

*Fix up motivators

*Managing stress pre exams

Year 12:

Mental health first aid course

9. 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 confidentially on the student's personal file, 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

10. 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 a colleague 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.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

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

11. WHOLE SCHOOL APPROACH

11.1 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?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- 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.

11.2 SUPPORTING PARENTS/CARERS

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 nurses (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 disadvantaged 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.

12. 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

13. 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 training to enable them to keep students safe. The Pastoral team will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 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.

JFS pastoral and Jewish Education staff are trained to ensure a welcoming and supportive environment for LGBT+ students. Training is provided by KeshetUK.

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

This policy works alongside the following supporting documents produced by the Department for Education:

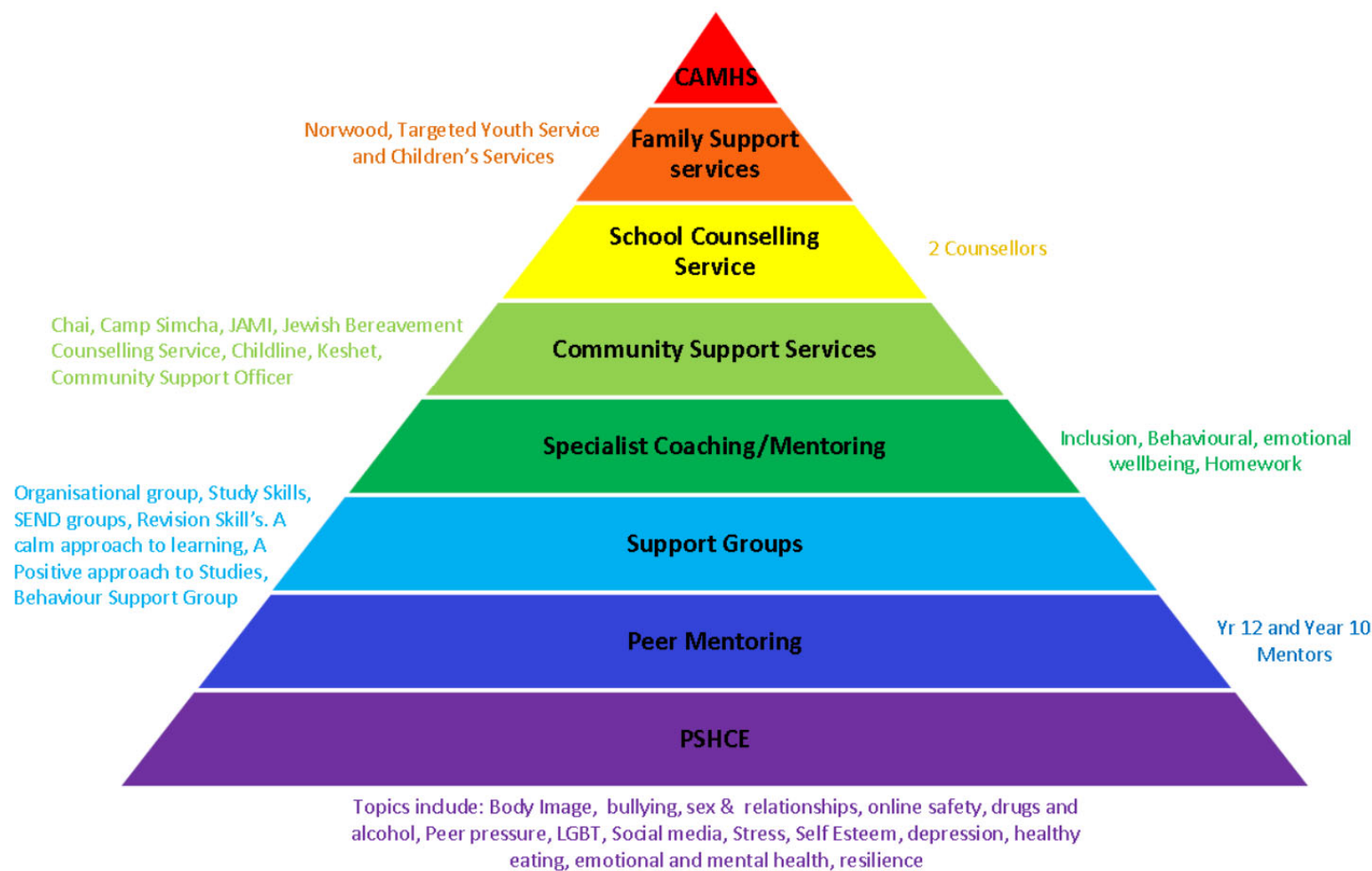
Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental Health and Wellbeing provision in Schools

<https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools>

JFS Support Services Provision



The JFS Sixth Form Health and Wellbeing Guide

Whatever the problem, whether it's yours or a friend's, someone is there to help.

What?	Who?	Why?	When?	Where?	How?
Group Coaching	Nikki	Group sessions which focus on work/ life balance, organisation and managing exam stress.	Usually Thursdays	Usually Boardroom-see posters.	Just turn up! Speak to the Sixth Form Team for more info.
Learning Mentor	Nikki	1on1 sessions which focus on personal development, confidence building and general coaching.	Monday-Thursday	Mentoring rooms (H203)	Speak to the Sixth Form Team.
Sixth Form Counsellor in training	Ms Cohen	1on1 sessions for stress, anxiety, depression, grief, identity or confidence issues.	Tuesdays	Mentoring rooms (H203)	Speak to the Sixth Form Team.
School Counsellor	Ms Herman	1on1 sessions for stress, anxiety, depression, grief, identity or confidence issues.	Monday-Thursday	Mentoring rooms (H203)	Speak to the Sixth Form Team or self-refer directly (post-box outside H203).
School Nurse	Ms Mosquera	Medical emergencies or general health concerns.	All week	Medical room (H114)	Pop in to the Medical Room opposite Reception.
Brent Nurse	Ms Fenner	External support for more sensitive health or wellbeing concerns.	As required	Medical room (H114)	Speak to Ms Mosquera who will arrange.

What?	Why?	How?
General support		
Childline	"A free, private and confidential service where you can talk about anything. Whatever your worry, whenever you need help, we're here for you online, on the phone, anytime." 24/7 Counsellor online chat or telephone.	childline.org.uk 0800 1111
Mental Health		
Jami	"Jami is the mental health service for the Jewish community. Jami's focus is on recovery; moving from lack of control and autonomy to becoming an active member of the Jami, Jewish and wider community, taking responsibility and having control over one's life." Offers bespoke recovery support plans.	jamiuk.org
Mind	"We provide advice and support to empower anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding. We won't give up until everyone experiencing a mental health problem gets support and respect."	mind.org.uk 0300 123 3393
Kooth	"A provider of online mental health services for children and young people. An online counselling and emotional well-being platform." Online chat with a qualified counsellor for Barnet residents Monday to Friday: 12-10pm and Saturday & Sunday: 6-10pm.	kooth.com
The Mix	"The Mix is the UK's leading support service for young people. We are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs." Counsellor online chat or telephone 4-11pm every day or 24/7 'Crisis Messenger' by texting text THEMIX to 85258.	themix.org.uk 0808 808 4994; Text 85258
MeeTwo	"MeeTwo is an award winning free fully moderated app for teenagers, which provides peer support, expert help, inbuilt educational and creative resources as well as in app links to UK charities and helplines. It allows young people to experiment with what it feels like to open up without drawing attention to themselves while positive feedback and social support builds confidence, increases wellbeing and promotes emotional resilience." Download free App from Store.	Download free App from Store meetwo.co.uk

Substance Abuse and Addiction		
Talk to Frank	"Honest info about drugs. Find out everything you need to know about drugs, their effects and the law. Talk to Frank for facts, support and advice on drugs and alcohol today." 24/7 Calls, texts and emails, online chat Monday to Friday 2-6pm.	talktofrank.com 0300 1236600; Text 82111
Addiction Helper	"Visitors will find thousands of pages of information to help understand addiction and alcoholism. There are information pages for people struggling with addictions themselves, as well as for families, friends, employers and anyone else looking for advice." Help for Anyone Affected by addiction with advice on both NHS & private treatment options. 24/7 Calls and emails.	addictionhelper.com 0800 144 8543
Evolve	"Evolve is a not for profit organisation working with young people and adults. We provide preventative education, early intervention, counselling, family support and training for professionals in relation to the abuse of former Legal Highs, especially Volatile Substances."	evolvenorthwest.com
Addaction	"We're one of the UK's leading drug, alcohol and mental health charities. We believe everyone can change." Offers free and confidential advice and a directory of local support services. Online chat Monday - Friday: 10am-4pm and 6pm-9pm, Saturday: 11am - 4pm and Sunday: 11am - 4pm.	addaction.org.uk
Bereavement, Panic Attacks, Phobias and Disorders		
Grief encounter	"Grief Encounter is a Child Bereavement Charity. We support children & their families to help alleviate the pain caused by the death of someone close." Helpline Monday to Friday: 9am-5pm. Online chat counselling available upon request.	griefencounter.org.uk 020 8371 8455
Apart of me	"A Quest into Loss and Love. A beautiful world, built to guide you through your darkest moments. This game is designed to help you cope with the death of a loved one. Apart of Me provides young people with a safe space to grieve. Where they can hear from others who know how it feels and find strength and wisdom."	Download free App from Store apartofme.app
Beat	"Beat is the UK's eating disorder charity. We exist to end the pain and suffering caused by eating disorders. We are a champion, guide and friend to anyone affected, giving individuals experiencing an eating disorder and their loved ones a place where they feel listened to, supported and empowered."	beateatingdisorders.org.uk 0808 801 0711
No Panic	"No Panic is a registered charity which helps people who suffer from Panic Attacks, Phobias, Obsessive Compulsive Disorders and other related anxiety disorders." Helpline Monday, Tuesday, Wednesday & Friday: 3-6pm, Thursday 3-9pm, Saturday: 6- 8pm.	nopanic.org.uk 0330 6061174