SHOREHAM ACADEMY

CHILDREN AND YOUNG PEOPLES MENTAL HEALTH POLICY

January 2024

Review January 2025

Shoreham Academy

Children and Young Peoples Mental Health Policy

Mission Statement

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organization)

At Shoreham Academy, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Strategy statement

Shoreham Academy aims to embed a concern for health and wellbeing throughout the whole school. We are committed to:
- promoting healthy lifestyle choices
- proving forums for staff and students for discussions around mental health issues
- educating staff and students about positive mental health
- providing a range of services which improve the physical, mental and sexual health and wellbeing of our students and staff
- empowering individuals with the knowledge and understanding to make informed choices about their physical and mental health, well-being and safety, and reducing risk-taking behaviour
- engaging the whole school community in developing and implementing its mental health strategy
- developing effective partnerships with specialist local, regional and national organisations
- collecting and reporting on appropriate data relating to staff and student wellbeing, and identifying actions required to further promote health and wellbeing
- promote the NHS 5 steps to Healthy Wellbeing

Policy Process – The Anna Freud Framework In order to formulate this policy we have utilised the Anna Freud 5 step development programme:

1. **Leading Change**

Shoreham Academy Leadership fully supports about creating a culture shift to embed whole-school to mental health and wellbeing and have been consulted as part of this process.

2. **Working Together**

Shoreham Academy has a CYPMH focus group made up of a cross section of staff that formulates strategy and promotes initiatives that aid our CYPMH strategy. This group is integral to the formulation of our CYPMH strategy. Students, staff and families all contribute to our wellbeing strategies and their evaluation.

3. **Understanding Need**

Shoreham Academy assesses and meet the mental health needs of our students by:

a. Identifying pupils at risk
b. Measuring and monitoring the wellbeing of students
c. Develop and measuring interventions available to support those students.

4. **Promoting Wellbeing**

Shoreham Academy includes in its mission statement that aim to promote positive wellbeing across all aspects of our organisation as core and fundamental to our daily operation, including all students, staff and families. We send regular messages and updates to all our stakeholders regarding wellbeing issues through staff briefings, student communication (Assembly, Mentor Time, Student Ambassadors and Student Council) weekly parent/carer emails, website, social media and screens around the school. Our atrium has stained glass windows portraying the NHS Five Ways to Wellbeing:

Connect with the people around you: your family, friends and fellow students. Spend time developing these relationships.
Be active and take a walk, go cycling, go to the gym or play a game of football. Find an activity that you enjoy and make it a part of your life.
Keep learning, new skills can give you a sense of achievement and a new confidence. So work hard at your studies and take up new hobbies.
Give to others as even the smallest act can make a difference, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.
Be mindful and be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this "mindfulness." It can positively change the way you feel about life and how you approach challenges.

5. **Supporting Staff**.

Shoreham Academy has a well refined strategy for staff wellbeing led by one of our Vice Principals, Hayley Hill. It includes a comprehensive Staff Wellbeing Manifesto which is informed by regular qualitative feedback as well as quantitative staff surveys. Signposting

for wellbeing help (internal and external) is engrained in our culture, including our line management system. The Wellbeing implications of new educational initiatives is forms part of our decision-making process.

Key People

Lydia Shelley	Vice Principal – Pastoral Care
Hayley Hill	Vice Principal – Staff Wellbeing
Claire Joyce	Assistant Principal – Behaviour and Attendance
Mel Edwards	Director of Inclusion
Hannah Phillips	SENCO
Carolyn Gilding	Operational Designated Safeguarding Lead
Jeanette Salter	School Welfare Assistant
Stacey Lowell	School Counsellor
Joe Smith	Safety Officer
Gabby Hall	Student Wellbeing Ambassadors
Sharon Churchill	Anna Freud Provision Coordinator
Becky Butwright	SMHL
Coralie Johnson	Coordinator of PSHE
CYPMH Support Teams	• Heads of School • Pastoral Managers • Mental Health First Aiders • CYPMH Focus Group

CYPMH and Wellbeing, the Shoreham Academy Strategy

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

1. **Prevention**: creating 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 and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

2. **Identification**: recognising emerging issues as early and accurately as possible.

3. **Early support**: helping pupils and students to access evidence informed early support and interventions.

4. **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

The DfE guidance on Promoting children and young people's mental health and wellbeing (2021) proposes that there are Eight Principles to promoting a whole school and college approach to mental health and wellbeing. At Shoreham Academy we have adopted these in order to articulate the work that we do.

Shoreham Academy Whole School Approach Eight Principles:

1. **Leadership and Management** that supports and champions the promotion of CYPMH strategies at the school.

2. **Curriculum teaching and learning** to promote resilience and support social and emotional learning:
   - PSHE days with age-appropriate activities.
   - Extended Mentor time with PSHE-dropdowns-Mentor time.
   - Assemblies
   - Curriculum Area examples:
     o PE links to mental wellbeing & resilience
     o English Curriculum includes topics such as Exploitation, Empathy and taking responsibility
     o Health and Social Care
     o Psychology

3. Enabling **student voice** to influence decisions.
   Channels for student voice re mental health and wellbeing:
   - Pastoral Teams feedback
   - Mentor Time feedback
   - Student Council
   - Student Survey
   - Peer Mentoring Feedback

4. **Staff development** to support their own wellbeing and that of students

- CPD/Inset relating to student wellbeing and development (e.g. self harm/suicide ideation)
- Staff wellbeing group (HH2)
- United Learning Wellbeing Hub
- Shoreham Academy Staff Wellbeing Manifesto
- Staff forum
- Pastoral Quality Assurance Meeting
- CYPMH staff focus group

5. **Identifying need and monitoring impact** of interventions

- Student Support Reports/Mentor Reports/Round Robins
- Pastoral check-ins with students and families
- Arbor data/reports
- Behaviour Policy
- Keyworker/Social Worker Feedback
- ILS/CLA/EHCP tracking
- Attendance Team
- Gateway/Alternative Provision data

6. **Working with parents and carers**

- Friends of Shoreham Academy
- Parent Forum
- Raising Standards Leader Presentations
- Parents Evenings
- Safety Officer
- Pastoral/Attendance Home Visits
- Gateway/Alternative Provision Relationships
- Education/Health Partnership
- Action Your Potential
- Anna Freud Support
- Outside Agency Collaboration (Key Worker, Social Worker, CLA, EHCP connections)
- Pastoral Support
- ILS support

7. **Targeted support** and appropriate referral:

Graduated Approach to support with Mental Health

Stage	Provision Required	Support and Provision
1	Universal Monitoring	• High quality and inclusive care • Mentor Support • Curriculum Inputs
2	Early Intervention	• 1 to 1 or small group withdrawal (e.g. Effective communication) • Regular check ins with identified adult • Pastoral support • Key worker support
3	Additional Support	• Art therapy • Peer mentor support • Concordia well-being programme • Anna Freud
4	Intensive additional support	• School counsellor • IFD • SPOA • MAHMET
5	Provision outside of school	• CAMHS • YES • Private psychotherapy/ counselling

8. An **ethos and environment** that promotes respect and values diversity

- Equality and Diversity Policy
- Rainbow Club
- Mentor Programme
- Curriculum Links
- Signature National Events/Celebrations
- Charity Work

Compliance with National "Statutory" Expectations

While there is no one specific piece of statutory guidance on mental health, there are a number of statutory mental health requirements for schools included as part of guidance on related topics. Shoreham Academy is compliant with these.

Safeguarding

Schools have a statutory safeguarding responsibility which covers mental health. This is laid out in Keeping Children Safe in Education (KCSIE) – it has a requirement which states that schools must "prevent the impairment of children's mental and physical health or development".

RSHE curriculum

The RSE curriculum requires that some elements of mental health and wellbeing are covered through the curriculum. These are different for primary and secondary settings.

Ofsted

The personal development section of the current Ofsted framework notes that inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- "the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy"

SEND

Schools have legal duties through the SEND code of practice.

In Conclusion

There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.
The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a

school or college and has been found to be effective in bringing about and sustaining health benefits. This Shoreham Academy CYPMH Policy shows how we actively promote ideals and practices to adhere with this approach.