



## The Roundhill Academy

### Positive Mental Health – Good Practice Guide

**Our Pledge: We want all students and staff at The Roundhill Academy to benefit from a culture of positivity as we recognise the importance of positive mental health and well-being to ensure students lead safe, healthy, enjoyable and successful lives.**

This guidance will always be routinely updated to reflect personnel changes. Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:

- Vice Principal – Safeguarding Lead
- Assistant Principal – line manages PD
- Student Services Team
- Medical Co-ordinator
- Wellbeing Lead
- PD Lead
- School Counsellor

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the safeguarding lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection leads. If the student presents with a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the safeguarding lead or another designated safeguarding member of the team. If an individual care plan is required to be drawn up for students causing concern or who have received a diagnosis pertaining to their mental health it should be drawn up involving the students, the parents and relevant health professionals. This can include details of a student's condition, special requirements and precautions, medication and any side effects, what to do, and who to contact in an emergency and the role the school can play.

## Teaching about Mental Health

Aim: To develop the skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally safe.

We will follow the [PSHE Association Guidance \(using the Jigsaw resources which adhere to this guidance\)](#) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. We will ensure that staff, students and parents are aware of sources of support within school and in the local community. The relevant policies (RSE, DATE, PD and Safeguarding) on the school website with approved links for further information and sources of support.

We will display relevant sources of support in communal areas such as tutor boards and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students 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 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 communicate their concerns with the safeguarding lead. 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 student 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 student 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 always listen rather than advise, and our first thoughts should be of the student's emotional and physical safety. All disclosures should be recorded on CPOMS so they can be dealt with by the appropriate person and follow the normal advised procedures as set by the designated safeguarding lead.

## **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 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 to developing situations with one or more students. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Reviewed January 2020 by Charlie Hardy.

Date of next review – January 2022