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LVS Oxford

Mental Health Policy

Responsibility: Karen Storrie & Andrea West

Reviewed: December 2018

Reviewed by: Psychotherapist & School Nurse

Next Review due: December 2019

File location: e.g. Z:\All-Sites\Policies_and_Procedures\IT\Acceptable Use Policy.doc

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/policies/10632.html>
- On request from enquiries@lvs-oxford.org.uk

Mental Health is a state of well-being in which every individual realises his or her 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 Organisation)

Policy Statement

At LVS Oxford, 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 and staff in need.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By continually reviewing, developing and implementing practical, relevant and effective policies and guidelines we aim to promote a safe and stable environment for students or staff affected both directly, and indirectly by mental ill health.

Our policy is under-pinned by the latest government guidance:-

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

<https://www.gov.uk/government/publications/improving-the-mental-health-of-children-and-young-people>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

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

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

<https://www.gov.uk/government/publications/counselling-in-schools>

<https://www.parliament.uk/business/committees/committees-a-z/commons-select/health-committee/inquiries/parliament-2015/children-young-people-mental-health-education-inquiry-16-17/>

https://www.place2be.org.uk/media/841965/ecj_issue_63-4_p2b-article.pdf

Scope

This document describes the school's approach to promoting positive mental health and well-being. It is intended as guidance for all staff including non-teaching staff, governors and trustees.

This policy should be read in conjunction with other relevant LVS Oxford policies and guidelines see below:-

Self Harm Guidelines (Updated Dec 2018)

Ligature Cutter Guidelines (Updated Dec 2018)

Suicide prevention toolkit (Dec 2018)

Eating disorders Guidelines (Updated Dec 2018)

Behaviour Management Policy

PHSE Curriculum

Safeguarding Policy

Administration of medication policy

Internet Safety Policy

Continuing Professional Development

Equality and Diversity Policy

What is mental ill health?

A mental health problem is defined as: 'a disturbance of function in one area of relationships, mood, behaviour or development of sufficient severity to require professional intervention' (Dept. of Health 1995)

A mental health disorder is defined as: 'a severe problem (commonly persistent) or the co-occurrence of a number of problems, usually in the presence of a number of risk factors' (Dept. of Health 1995)

Mental health issues can be ongoing for a long time. They can be highly impactful on a student's ability to access school. The school will endeavour to hold realistic

expectations of students, to ensure they are not placed under undue stress, which could exacerbate their mental health issues. Expectations should always be led by what is appropriate for a specific student at each point in their mental health management and recovery journey.

The Policy Aims to:

- Promote positive mental health in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Alert staff to the early warning signs of mental ill health.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering mental ill health and their peers and parents/carers.

Specialist Autism Provision

Children and Young People with autism may suffer from mental health problems just like any other member of the population. Whilst mental health problems are not an inevitable part of autism, we know that many children and young people with autism develop mental health problems as they get older creating an added difficulty as part of their lifelong condition.

The school has specific legal responsibilities towards students whose mental health condition falls within the definition of disability under the Equality Act (2010). This requires assurance that students with a well-recognised mental illness are not discriminated against and that reasonable adjustments are put in place to support their learning.

LVS aims to provide a supportive environment that will help students with mental health difficulties to realise their full academic and social potential. It also aims to facilitate and promote positive mental health and well-being by: -

- Providing a curriculum that promotes and supports good mental health.
- Providing a range of support services within school.
- Providing a specialised learning environment.
- Encouraging and assisting students with mental health difficulties to seek support from appropriate outside services.
- Having effective procedures for the disclosure of information in respect of students with mental health difficulties.
- Ensuring that sources of support are clearly communicated to both prospective and current students.
- Promoting understanding and recognition of mental health difficulties.
- Providing guidance and training to all staff that is regularly revisited and updated.

- Providing clear guidance on confidentiality protocols when personal information is disclosed.
- Maintaining good professional links and knowledge of outside agencies that treat and support mental ill health.
- Admissions Policy
- Personal Support Plan
- Integrated therapy

Whilst the school is committed to providing a supportive environment, it is important to recognise that it is not a mental health facility nor is it a therapeutic community. There are, of necessity, limits to the extent of the support that can be provided on site and it is not the responsibility of the school to replicate services that already exist in the community and the NHS. Where appropriate anyone requiring further help will be assisted in accessing the required support from outside agencies.

Lead Members of Staff

Designated child protection/safeguarding officers

Louisa Allison-Bergin, Tracy Lucas, Nigel Beales, Sam Hewson

Designated MH Lead (See Appendix B for role)

Louisa Allison-Bergin

Mental Health First Aider

Natasha Tillyer

School Nurse

Andrea West

Lead First Aider (with 3 day course)

Katie Gatt

Pastoral Lead

Tracy Lucas/Nigel Beales

CPD Lead

Tracy Lucas

PSHE Lead

Tracy Lucas

Internet Safety Lead

Nigel Beales

Risk Factors influencing the mental health of children

It is difficult to predict whether mental health problems will develop in anyone. Some individuals maintain good mental health despite traumatic experiences, whilst others develop mental health problems even though they live in a safe, secure and regulated environment.

There are some common risk factors that increase the probability that young people will develop mental health problems.

These include factors such as:

- Autism
- Having a long term physical illness or learning disability
- Family factors such as parental conflict and inconsistent relationships
- Having parents who separate or divorce
- Disorganised family life through drug or alcohol abuse or crime
- Having been a victim of bullying
- Child abuse and neglect
- Bereavement
- Discrimination due to race, sexuality, gender, religion or disability
- Having to take on adult responsibilities when too young to do so
- Long standing educational difficulties
- PTSD (Post Traumatic Stress Disorder)
- Environmental factors such as poverty or homelessness
- Prescribed medication that has harmful side effects.
- Trauma and loss

Childhood and Adolescent Mental Health Disorders

May include:

- Conduct Disorder
- ADHD (Attention Deficit Hyperactivity Disorder)
- DSH (Deliberate Self Harm) / Suicidal Behaviour
- Eating Disorders
- OCD (Obsessive Compulsive Disorder)
- Anxiety Disorder

- Personality Disorders
- Psychosis
- Substance abuse/dependence
- Depression
- Bi-polar disorder
- Schizophrenia

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and the local community. The 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 on notice boards in commonly accessible areas and will regularly highlight sources of support within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chances of students seeking help for themselves by ensuring students understand:

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

Warning Signs

Recognising when a young person is suffering from mental health problems can sometimes be difficult. As an integral part of their role, all staff should be alert to the signs of possible mental health difficulties.

Warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns as a priority with Louisa Allison-Bergin, the Designated Lead on Mental Health and **always** before leaving at the end of the school day. (Should the Designated Lead on Mental Health be unavailable then concerns should be logged with another Designated Safeguarding Lead in school).

It is recognised that it is important to give support to young people with mental health problems as soon as the effects are noticed. The longer the young person struggles, the more complex the problem will become.

Supporting a distressed pupil can be extremely time consuming and stressful to members of staff. If staff have concerns for a pupil following a direct approach or conversation, they will follow the Mental health Flow Chart

Mental health Flow Chart

Assess what immediate action is required. E.g Ekahau for staff support and/or 999 if appropriate.



Be proactive not reactive.



Be prepared to have a conversation with the pupil in private and actively listen.



Explain that it will not be possible to maintain confidentiality. Suggest that it might be necessary for them both to find a way of sharing information with another member of staff.



Following interaction seek advice from the Mental Health First Aider/ School Nurse/Therapists /Designated Safeguarding Lead.



As soon as is practical and always before the end of the school day inform the Designated Lead for mental health or if this is not possible any of the Designated Safeguarding Leads.

Working with Parents and Carers

It is usually deemed appropriate to inform parents of mental health issues and incidents, however, sensitivity is required. Before disclosing to parents decisions should be made on a case by case basis giving consideration to child protection and safeguarding.

A face to face meeting with parents/carers is always preferable

- The location of the meeting (school, home or neutral ground)
- Who should be at the meeting (parents, student, staff)
- The meeting should involve clear aims

It can be shocking and upsetting for parents to learn of their child's issues and they may respond with anger, fear or upset during the first conversation. We should be aware of this and give the parent time to reflect and regulate their own feelings.

We should always highlight further sources of information and provide information to take away. Sharing sources of support aimed specifically at parents can also be helpful. (Appendix A)

Each meeting will be finished with an agreed next step and plans for a follow up meeting or phone call. An appropriate confidential record of the meeting will be retained.

Individual Care Plans

Care plans may be drawn up for pupils who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents/carers and relevant health professionals. This can include:

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

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends, especially if the condition is long term. 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.

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 if appropriate
- Healthy ways of coping with the difficult emotions they may be feeling

Teaching about Mental Health

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

The content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed for themselves or others.

Lessons will be delivered in a safe and sensitive manner that helps rather than harms.

Training

In addition their child protection training , all staff will receive regular training about recognising and responding to mental health issues in order to enable them to keep students safe and support their mental well being

At least twice a term (6 terms a year) regular twilight sessions for all staff will be used to promote learning or understanding about specific issues relevant to mental health and the school cohort.

Appendix A

Local resources list

HELPFUL WEBSITES FOR PARENTS CARERS AND STUDENTS AT LVS OXFORD

(For residents of Oxfordshire)

Please note that LVS Oxford is not accountable for any information held on these external websites.

General

- [Oxfordshire County Council](#) – Useful websites for parents of children with SEND.
- [SENDIASS –](#) Oxfordshire based group supporting parents of children with SEN
- [Help Guide](#) – A parent's guide to symptoms and diagnosis on the Autism Spectrum.
- [Autism Family Support](#) - Autism Family Support Oxfordshire is a local charity that aims to support the therapeutic education, development, and wellbeing of children and young adults on the autism spectrum in Oxfordshire.
- [OASIS: Oxfordshire Autistic Society](#) - A charity run by parent volunteers which offers a supportive community hub for families of children with autism.
- [Behaviour Strategies](#) - 15 behaviour strategies for students on the Autistic Spectrum
- [Help for Asperger's Teens](#) - Helping Asperger's teens to survive and thrive: 15 key steps
- [Adult Autism](#) - Creating a home atmosphere of solitude to help cope with adult autism

Mental & Physical Health

- [CAMHS Oxfordshire](#) – Provide physical and mental health care for children and young people in Oxfordshire.
- [CAMHS Oxfordshire](#) - Further links and information about CAMHS in Oxfordshire.
- [Young Minds](#) – Advice and help for parents worried about their child's behaviour and mental health.
- [NHS Child Health](#) – A comprehensive NHS site that provides practical advice and information on how to maintain a healthy lifestyle for you and your family.
- [Children's Food Trust](#) - Information about healthy eating for parents.

Physical Activity

- [Oxfordshire Sport](#) – Find out about how to stay active in Oxfordshire, find local sports clubs and classes for you and your child.
- [Oxford City Council](#) – Sport and Physical activity in your local area.
- [Cherwell District Council](#) – Information of sports clubs and school holiday programmes in your local area.
- [Netmums](#) – Listing of other sports classes and clubs for older children in Oxfordshire.

Staying Safe

- [CEOP](#) - Child Exploitation and Online Protection. Offers advice and help about how to stay safe online.
- [Think You Know!](#) - Provides online safety advice for parents and carers.
- [Get Safe Online](#) - Offers practical advice on how to protect yourself and your children online.
- [OCC](#) - Keeping safe online and when socialising.
- [Reducing the Risk](#) - Information and advice surrounding domestic violence in Oxfordshire

Bereavement

- [SeeSaw](#) – Grief support for children in Oxfordshire

Parenting advice

- [Parents talking Aspergers](#) Training, advice and support for parents
- [Oxfordshire County Council](#) - Parenting Programmes. Courses that help families build and maintain relationships.
- [Family Lives](#) - Advice and support for parents and carers with challenging children.
- [Talking Space](#) - is a free, confidential NHS service for adults in Oxfordshire, to help people when they are feeling stressed, anxious or low. They provide a range of talking therapies and wellbeing activities.

HELPFUL WEBSITES FOR PARENTS CARERS AND STUDENTS AT LVS OXFORD

For residents of Buckinghamshire

Please note that LVS Oxford is not accountable for any information held on these external websites.

General

- [Buckinghamshire County Council](#)– Useful websites for parents of children with SEND.
- [SENDIASS](#) SEND Buckinghamshire based group supporting parents of children with SEN
- [Help Guide](#) – A parent’s guide to symptoms and diagnosis on the Autism Spectrum.
- [Autism Support groups](#)- Autism Support is a local charity which aims to support the therapeutic education, development, and wellbeing of children and young adults on the autism spectrum in Buckinghamshire..
- [Bucks mind autism support](#)- A charity run by parent volunteers which offers a supportive community hub for families of children with autism.
- [Behaviour Strategies](#) - 15 behaviour strategies for students on the Autistic Spectrum
- [Help for Asperger's Teens](#) - Helping Asperger's teens to survive and thrive: 15 key steps
- [Adult Autism](#) - Creating a home atmosphere of solitude to help cope with adult autism

Mental & Physical Health

- [CAMHS Bucks](#)– Provide physical and mental health care for children and young people in Buckinghamshire.
- [Young Minds](#) – Advice and help for parents worried about their child’s behaviour and mental health.
- [NHS Child Health](#) – A comprehensive NHS site that provides practical advice and information on how to maintain a healthy lifestyle for you and your family.
- [Children’s Food Trust](#) - Information about healthy eating for parents.

Physical Activity

- [Bucks SPORT](#) Find out about how to stay active in Buckinghamshire, find local sports clubs and classes for you and your child.
- [Netmums](#)

- [CEOP](#) - Child Exploitation and Online Protection. Offers advice and help about how to stay safe online.
- [Think You Know!](#) - Provides online safety advice for parents and carers.
- [Get Safe Online](#) - Offers practical advice on how to protect yourself and your children online.
- [OCC](#) - Keeping safe online and when socialising.
- [Reducing the risk](#) Information and advice surrounding domestic violence in Oxfordshire

Bereavement

- [Child bereavement charity](#) – Grief support for children in Buckinghamshire

Parenting advice

- [Parents talking Aspergers](#) Training, advice and support for parents
- [Parenting classes](#)- Parenting Courses that help families build and maintain relationships.
- [Family Lives](#) - Advice and support for parents and carers with challenging children.
- [Talking Space](#) - is a free, confidential NHS service for adults in Buckinghamshire, to help people when they are feeling stressed, anxious or low. They provide a range of talking therapies and wellbeing activities.

Appendix B

Mental Health DSL role

The focus of the role is not to diagnose mental health conditions or deliver interventions. This is a strategic role putting whole school approaches in place and ensuring a coordinated approach.

Role

- Oversight of the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged:
- Supporting the identification of at risk students and students exhibiting signs of mental ill health:
- Knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children into NHS services where it is appropriate to do so:
- Coordination of the mental health needs of young people within the school and oversight of the delivery of interventions where these are being delivered in the educational setting:
- Support to staff in contact with children with mental health needs to raise awareness, and give all the staff the confidence to work with young people; and
- Overseeing the outcomes of interventions on children and young people's education and wellbeing.
- Responsibility for managing serious mental health event eg Suicidal behavior including death by suicide (SMT to be advised by Postvention toolkit)