The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Supporting Pupils With Mental Health

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Policy Status:	**Safeguarding Compliance Chair**
of Directors	

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Definitions

In this **Supporting Pupils With Mental Health Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

i '**The Romero Catholic Academy**' means the Company named at the beginning of this **Supporting Pupils with Mental Health Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi**, **Good Shepherd**, **Sacred Heart**, **Blue Sky**, **SS Peter and Paul**, **St Gregory**, **St John Fisher**, **St Patrick**, **Cardinal Wiseman**, **Shared Services Term**. ii '**Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company. iii '**Board'** means the board of Directors of the Romero Catholic Academy.

iv ''**Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate. v '**Chair'** means the Chair of the Board of the Directors or the Local Academy Committee appointed from time to time.

vi '**Catholic Senior Executive Leader**' means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors. vii '**Diocesan Schools Commission**' means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service. viii '**Local Academy Committee**' means the governing body of the School.

ix '**Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.` x '**Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school. xi '**School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out. xii '**Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance) xiii '**Vice-Chair'** means the Vice-Chair of the Academy Committee elected from time to time.

xiv **'Local Authority Designated Officer (LADO)'** means the officers working on behalf of Coventry City Council and the Coventry Safeguarding Pupils Partnership to address, advise and manage allegations and concerns against staff, carers and volunteers by addressing matters of safety and wellbeing of pupils and young people xv **'Designated Safeguarding Lead (DSL)** means the person appointed to take lead responsibility for child protection issues in school

xvi **Special Educational Needs (SEN)**: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. xvii **Special Educational Needs Co-ordinator (SENCO)**: A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

xviii **Education, Health and Care plan (EHC plan)**: An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

1. Introduction

The Romero Catholic Academy fully recognises its responsibilities for pupils with mental health and wellbeing needs.

In our eight schools, we want our pupils to:

- Be motivated and enjoy learning
- Develop a range of skills and be mentally and physically fit to equip them for a successful adult life, be independent and ambitious
- Be confident, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

2. Aims

The schools in the Romero Catholic Academy aims to increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of our pupils, in particular with self-harm, eating disorder, anxiety, depression, loss and bereavement.

The school aims to detect and address problems in the earliest stages where they exist in thinking and attitudes to self/image, self-esteem and self-control.

The school aims to increase the appropriate level of support available to pupils with mental health issues in partnership with outside health agencies and child support groups.

The school aims to continue to promote positivity around Mental Well Being. To reduce the stigma associated with Mental Health.

3. Types of Mental Health

Self-Harm

Self-Harm describes a wide range of behaviours that people use to cope with difficult feelings and distressing life experiences.

Examples of self harm include;

- Cutting
- Burning
- Severe scratching
- Biting
- Scalding
- Pulling out hair
- Picking at skin or re-opening wounds

It is estimated that 1 in 15 young people in the UK have deliberately self harmed at some point and the most common age is between 11-25.

Young people who have self harmed give different reasons as to why they feel the need to hurt themselves. It is important that for each young person we understand the reasons why so we can best tailor the support and address the underlying causes that are leading to self harming.

Eating Disorder

While on the surface disordered eating appears to be all about food and weight it is often the outward expression of emotional problems. Eating disorders include but are not exclusive to Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder. Disordered eating affects the physical and emotional well-being of an individual and also leads to changes in behaviour. Very often masked by the eating disorder there is usually an underlying reason this can be a coping mechanism and this is a way of gaining control.

Signs may display the following behaviours;

- Loss of concentration
- Skipping meals
- Disappearing to the toilet after meals • Pre occupation with body Image, dieting.
- Excessive exercise
- Secretive behaviour
- Becoming irritable and withdrawing from social activities particularly those involving food.

Anxiety

Some people will experience levels of anxiety from time to time. Most people can relate to feeling tense, uncertain and fearful for example before an exam. These in turn can lead to sleep problems, loss of appetite and the ability to concentrate.

However, if anxiety overwhelms a child, they may not be able to deal with daily activities. If the anxiety stays as a high level the young person may feel powerless, out of control and sometimes this can sometimes lead to a panic attack.

Examples of anxiety include;

- Phobias
- Obsessive Compulsive disorder
- Generalised Anxiety disorder, (GAD)
- Post -traumatic stress disorder, (PTSD)
- Panic Disorder

Depression

In its mildest form depression can be being in low spirits, it does not stop you leading a normal life but makes things harder to do and seem less worthwhile. At its most severe (Clinical Depression) can be life threatening. Some young people need medication to alleviate their symptoms.

Examples of depression can include;

- Change in normal pattern of behaviour
- Withdrawal from school, social activities and friendship groups
- Seasonal Affective Disorder (SAD) • Bi-Polar disorder or Manic Depression.

Loss and Bereavement

- We acknowledge that in the case of the death of a pupil's parent or close relative, it is best that a family member break the news with the support of an appropriate member of staff. If this is not possible the Bereavement Team Leader will ensure someone suitable to break the news to the pupil or member of staff concerned.
- The news of the death will be given to all relevant staff as soon as possible.
- Pupils who experience such a loss will require early intervention and support
- As communities of faith, where appropriate we will support staff and pupils with liturgy and opportunities for private and collective prayer.

All staff who are concerned about the mental health and wellbeing of a pupil should speak with the Principal, Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) who will have daily contact with the pupil to share concerns.

- If any member of staff feels that the pupil is any immediate danger of harm, then the normal child protection procedures should follow. The staff member should go to the Safeguarding and Child Protection policy
- If the pupil has seriously self harmed then staff should follow the normal procedures for medical emergencies, including alerting reception so that the appropriate first aid can be given and if necessary contacting the emergency services for admission to hospital.
- Staff are encouraged to seek the advice of the Principal, DSL and/or DDSL, or SENCO who will either advise, signpost to the appropriate agency (CAMHS, school nurse) or request a written referral.
- All referrals or concerns will be discussed weekly by the relevant staff
- Where appropriate, pupils may have experience loss or bereavement. The Bereavement Team will consider the action required, follow the agreed procedures, take notice of the guidance and examples and can be aware of the impact of shock on each other and the wider community as detailed in the Bereavement Policy. Please see our Bereavement Policy for further details.

4. Supporting Students With Mental Health Issues

School is able to offer a number of services and signpost others.

In School support:

- Positive support with trained staff,
- Pastoral
- Peer listeners

- Social and Emotional aspects of learning
- PSHE
- Regular updating of student noticeboard Positive Wellbeing

Outside Agencies:

- GP
- Child and Mental Health Services (CAMHS)
- Drop in with School nurse/Health Mentor
- Off the Record Counsellor
- Safeguarding
- Local Authority

5. Supporting Staff Who Are Working With Students With Mental Health Issues

The Romero Catholic Academy acknowledges that staff who are working closely with distressed students exhibiting mental health problems like self-harm, eating disorders and depression can themselves be placed under emotional strain.

Support will be provided to all staff who request it in terms of management supervision with either the Principal, a member of the Senior Leadership Team and the HR department. Where appropriate external counselling can be sourced for staff if this is appropriate.

The school will provide a range of training in dealing with pupils with mental health problems including Thrive (at four schools – Corpus Christi; SS Peter and Paul; Saint John Fisher and Saint Patrick) Team Teaching (in all eight schools). The training will be undertaken during directed time but may also be requested on a voluntary basis.

6. Links to other Policies

This document is linked to our;

- Anti-Bullying Policy
- Bereavement Policy
- Behaviour and Positive Handling

- Child Protection Policy
- Drug and Alcohol Abuse Policy
- First Aid Policy
- SEN and Disability Policy
- Supporting Children with Medical Conditions and Administration of Medication

7. Useful Links

DFE Mental Health and Behaviour in schools

MindEd for Families

Anna Freud National Centre for Pupils and Families

Supporting Health and Wellbeing in Schools

Supporting Health and Wellbeing in Secondary Schools

Place 2 Be

Youngminds

8. Monitoring and Review

The Board of Directors delegate the implementation of this policy to the Academy Committee of each school. This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

Appendix 1

Designated Safeguarding Leads and Deputy Safeguarding Leads Contacts

School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
Cardinal Wiseman	**Mrs Marshment** DSL	**Miss Jones** DDSL	**Mrs Gregory** DDSL	
Corpus Christi	**Mr Shakespeare** Principal	**Mrs Cakebread** Vice Principal	**Mrs Shuddlestone** Pastoral Lead	
Good Shepherd	**Mr McConville** Principal	**Mr Allen** Vice Principal	**Mrs Baker** Learning Mentor	
Sacred Heart	**Mr Madia** Principal	**Mrs Dinter** Pastoral Lead		
SS Peter & Paul	**Mrs Stanton** Principal	**Ms Gordon** Learning Mentor		
St Gregory's	**Mrs Marshall** Principal	**Mrs Enstone** Vice Principal	**Mrs Sweatman** Learning Mentor	
St John Fisher	**Mrs Williams** Principal	**Mrs Finn** Vice Principal	**Mrs Galloway** Pastoral Lead	
St Patrick's	**Mrs Sherratt** Principal	**Mrs Burton** Teacher		**Mrs Doherty** Learning Mentor