



# Linden Lodge School

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LINKED INTERNAL DOCUMENTS:			
Safeguarding policy Behaviour Policy			
LINKED EXTERNAL DOCUMENTS:			

## Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact [Co-Headteachers@lindenlodge.wandsworth.sch.uk](mailto:Co-Headteachers@lindenlodge.wandsworth.sch.uk)

## Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

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## **1.0 Policy statement**

At Linden Lodge we recognise mental health and wellbeing has an impact on all aspects of our lives - how we feel, function and interact with others.

We are committed to ensuring that across the school community every stakeholder recognises mental health is not solely related to a disability or illness. We firmly believe everyone has a responsibility for actively supporting mental health and wellbeing, whether their own or that of others. By taking a whole school approach to mental health and wellbeing, we will work collectively to promote an informed, tolerant and inclusive culture. A culture that enables our students and staff to flourish and ensures an appreciation of mental health and wellbeing is central to all we do.

### **Wellbeing Vision statement - created by stakeholder feedback**

Working together to promote a safe, inclusive and supportive culture, underpinned by respect and the promotion of effective and timely mental health and wellbeing support systems. Allowing all students and staff to maximise their potential, build resilience and achieve success.

“Mental health is defined as 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 Organisation

## **2.0 Scope**

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

### **3.0 Policy Aims**

This strategy's objectives are to bring together all those with a role to play in relation to the mental health and wellbeing of our population. By bringing together these initiatives the strategy will:

- Promote positive mental health and emotional wellbeing in 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.
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- 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.
  - To create a sense of belonging
  - To create an environment and culture based on shared values and trust
  - To create an environment where staff wellbeing is integrated into day-to-day practices
  - To create an environment that recognises skills and encourages personal development

#### **4.0 Key staff members**

Whilst all staff have a responsibility to promote the mental health and wellbeing of pupils. Staff with a specific, relevant remit include:

- Designated Safeguarding Lead
- Co-Headteachers
- Mental Health Change Team
- Mental Health Lead
- CTA Lead
- Behaviour Mentor
- Mental Health Champions (Co-Chairs)
- Linden Lodge Mental Health Champions (group of approx. 30 staff)
- Mental Health First Aiders
- Designated Governor for Mental Health & Wellbeing
- Lead for RSE/PSHE

The aims of the key members are to provide a network in order to promote two way communication at every level and to ensure that initiatives are relevant to current issues experienced by staff and to share best practice.

#### **All Managers are responsible for:**

- engaging with staff to promote and enhance employee mental health and wellbeing
- risk assessing work stress and implementing necessary control measures to prevent harmful stress and consider the necessary support mechanisms at work
- effective recruitment, staff development and training
- supporting staff through a changing and challenging economic climate – enhancing coping capacity and developing a more flexible/agile work environment
- recognising work stress amongst staff and offering necessary support/control measures
- creating a culture that where problems arise they are quickly identified and solution considered against an individual's needs
- implementing and monitoring workload in relation to health and work

- implementing effective return to work policies following staff illness/absence from work

**All member of staff are responsible for:**

- engaging with management to work together to enhance employee wellbeing
- reporting stress and ill health to management as early as possible
- responding to training and development opportunities
- complying with the control measures and contacting support agencies where their wellbeing is threaten
- If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to their Line Manager with a view to informing one of the safeguarding leads. Staff members should follow the school's mental health pathway for guidance and to ensure access to appropriate levels of support.
- 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.

## **5.0 Individual Healthcare Plans & Positive Behaviour Support plans**

When a pupil has been identified as having an identified need: a medical diagnosis that requires prescribed medication, behavioural needs, has received a mental health diagnosis, or is receiving support either through CAMHS or another organisation, it is recommended that the following plans should be drawn up:

- Individual Healthcare Plan
- Positive Behaviour Support Plan (PBSP)

The following information should be included in these plans:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary preventative measure
- Medication and any side effects (behavioural/medical)
- Who to contact in an emergency

All pupils have a wellbeing passport; a document which acts to inform those supporting each CYP with the information needed to best support their mental health and wellbeing.

These plans work in synergy with one another to ensure each pupil is supported holistically.

## **6.0 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 PSHEe curriculum and embedded throughout all learning and experiences.

Incorporating this 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. Due to the wide ranging needs of Linden Lodge pupils, we recognise the varying levels of support and teaching necessary to promote opportunities for learning and growth at all developmental stages. As such, practices are adapted to meet the needs of all learners and we are informed by theories including: attachment theory, child development, trauma informed practice, emotions coaching and others.

## **7.0 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. This information will be shared regularly.

Within the school (noticeboards, common rooms, toilets 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 stakeholders 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



## **8.0 Universal & Targeted Support**

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Council Children's Services, CAMHS and other agencies services to follow various protocols including assessment and
- referral;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective, including Music Therapy and Dance Movement Psychotherapy
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **Universal provision that promotes positive mental health and wellbeing**

### **Curriculum, Teaching & Learning**

- QTVIs, QHSs, Therapists and our medical team expertly ensure that every learner can access their curriculum
- Wellbeing Passports and Engagement Profiles, shared between school and Residential
- Specialist sensory provision: Clear Vision, Library, Learning Resource Centre (LRC), sensory rooms
- Curriculum content that covers healthy lifestyles/living, British Values, and SMSC
- Specialised PSHCE and RSE programmes that offer broad and deep learning on mental health and emotional wellbeing
- Individualised learning pathways to help students discover their interests and talents; and develop their characters
- Enriching Arts programme acknowledged by Artsmark Award
- Specialised access for physical health: Rebound, Swimming, Hydrotherapy
- Careers programme, apprenticeships, and collaboration with Blind in Business
- Pupil voice gathered regularly and shared as part of EHCP annual review process.
- Ongoing review of communication needs and specialist SaLT input to implement AAC where appropriate.

### **Targeted Support**

#### **Arts Therapies**

At Linden Lodge, we have a well embedded Arts Therapies provision consisting of Music Therapy and Dance Movement Psychotherapy (DMP). Music Therapy and DMP are psychological, clinical interventions which aim to support a person holistically and to promote positive change in relation to their needs and development. The Arts Therapies use a creative medium (music or movement) as the primary means of connecting to support emotional wellbeing and to facilitate opportunities for relationship building, communication, self-development and developmentally appropriate play.

Arts therapies are available to children and young people across the school — from Early Years to Sixth Form — and sessions are responsive to each pupil's needs. Sessions are allocated on a referral basis and pupils can be offered individual sessions or small group sessions depending on the reasons for referral. The duration of the course of therapy is determined during assessment and review. A number of pupil's also receive sessions in line with their EHCP.

## **Educational Psychology**

Educational psychologists (EPs) within our Schools and Community Psychology Service (SCPS) are applied psychologists concerned with the development, learning and social and emotional wellbeing of children and young people. Our Eps offer consultation, assessment and intervention for pupils where there is an identified need.

## **Local Support**

In Wandsworth, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health & wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.swlstg.nhs.uk/our-services/find-a-service/service/wandsworth-camhs>

Our children & young people are most likely to access the following CAMHS services:

- Wandsworth LD CAMHS
- National Deaf CAMHS
- Virtual School (LAC)

## **Southfields Mental Health Cluster**

We are a member of the Southfields Mental Health Cluster and through this, benefit from partnership with the local MHST. The Clinical Psychologist who leads the MHST offers regular staff consultation and reflective practice sessions. The group enables access to mental health training opportunities including Mental Health First Aid training.

## **9.0 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 appropriate member of staff and follow the school's procedures.

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
- Behavioural changes
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood including emotional presentation
- Change in academic engagement
- 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
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause

Staff play a key role in recognising any changes for our young people and, therefore, when a pupil may be presenting with a mental health need. Staff recognise the important role they play in understanding and advocating for pupils.

## **10.0 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 in line with safeguarding procedure, 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

This information will be shared with the Safeguarding Team and addressed in line with policy and procedure. Staff recognise the role they play in sharing information, as necessary, to safeguard our pupils, colleagues and the wider school community.

### **11.0 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 member of the safeguarding team, 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.

Please read the school's safeguarding policy for further guidance.

## 12.0 Whole School Approach

The Mental Health and Wellbeing strategy has been developed in line with the Wellbeing Award for Schools and Anna Freud Whole School Approach to Mental Health. It is aligned with all eight of its strategic themes: leadership and management, staff development, identifying need and monitoring impact, working with parents/carers, targeted support, ethos and environment, curriculum, teaching & learning and pupil voice. The strategy has been devised following feedback from all stakeholders and will act as a framework to ensure continued improvement within the organisation. We will measure the impact of our strategic approach by using a mixture of quantitative and qualitative data.



For more information, please see the MHW Strategy document.

### 13.1 Working with parents/carers

At Linden Lodge, the Lead professional has regular contact with parents/carers to ensure a positive working relationship and to create a partnership in which parents/carers feel listened to, understood and supported. 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.

As part of our comprehensive Induction Programme we train all new staff on the key aspects of the *Family Partnership Model*. We emphasise the ethos of Linden Lodge in supporting both children and their families through working in partnership. Whilst the staff at Linden Lodge have considerable expertise in their chosen field we also acknowledge and value the expertise that families have and we encourage staff to tap into that experience and knowledge.

As part of their Induction Training, staff gain an insight into the enormous task families have in providing 24-hour care for their children and the conflicting demands that parents have on their time. We highlight this and require staff to be as understanding and flexible as possible.

### **13.2 Supporting parents**

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, Isobel centre 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.

- Support and working in partnership with C@LL (school PTA) to address isolation by building a support network with a strong sense of community through a range of activities, events and information sharing.

#### **14.0 Supporting Staff Wellbeing**

Promoting and protecting the mental health and wellbeing of the workforce is important for individuals' physical health, social wellbeing and productivity. Mental health and wellbeing in the workplace is relevant to all employees and everyone can contribute to improved wellbeing at work. Addressing workplace mental health and wellbeing can help strengthen the positive, protective factors of employment, reduce risk factors for mental ill health and improve general health. It can also help promote the employment of people who have experienced mental health problems, and support them once they are at work. Important aspects of mental health and wellbeing includes providing information and raising awareness, management skills to deal with issues around mental health and stress effectively, providing a supportive work environment, offering assistance, advice and support to anyone experiencing a mental health problem or returning to work after a period of absence due to mental health problems.

How will we measure our success?

- The number of work absences due to ill health
- Staff turnover
- Dignity @ Work cases
- Flexible working requests
- Introduction of new wellbeing initiatives
- Staff survey

#### **Internal & External support**

Relevant and up-to-date information is regularly shared with staff including internal and external support, through a range of communication channels:



## **Employee Assistance Programme – Workplace Options**

Access to free and confidential counselling

Telephone: 0800 243 458

Email: [assistance@workplaceoptions.com](mailto:assistance@workplaceoptions.com)

**IAPT** (Improving Access to Psychological Therapies) services offer:

- talking therapies, such as cognitive behavioural therapy (CBT), counselling, other therapies, and guided self-help
- help for common mental health problems, like anxiety and depression

<https://www.nhs.uk/service-search/mental-health/find-a-psychological-therapies-service/>

## **Samaritans**

Telephone: 116 123 (24 hours a day, free to call)

## **SHOUT**

Text: 85258 (24 hours a day, free on all major networks)

Staff are supported with a range of initiatives to promote staff wellbeing, including:

- Training opportunities:
  - Place 2 Be Mental Health Champions
  - Mental health training through Southfields Mental Health Cluster
- Wellbeing check-ins with line managers
- Time to Talk Tuesdays with HR
- Consultation with Mental Health Lead & CTA Team
- In-house reflective practice, supervision and debrief opportunities
- Consultation/reflective practice with CAMHS Clinical Psychologist (MHST)
- Consultation/reflective practice with Educational Psychologists Dr Simon Ungar and Dr Charlotte Orme-Stapleton via the Schools and Community Psychology Service (SCPS)
- Employee Assistance Programme, including access to free counselling
- Wellbeing days, Wellbeing Wednesdays
- Wellbeing Fund
- Staff focus groups

- High-quality, ongoing professional development so staff feel confident responding to pupils' needs:
  - VI, Habilitation, communication
  - Mental health awareness
  - Attachment & trauma informed practice
  - Autism
  - Resilience
  - Professor Barry Carpenter's Recovery Curriculum

## **15.0 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. A number of staff members have completed Mental Health First Aid Training.

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 to developing situations with one or more students.

Where the need to do so becomes evident, we will host inset training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the Co-Headteachers and the Mental Health Change Team who can also highlight sources of relevant training and support for individuals as needed.

## **16.0 Policy Review**

This policy will be reviewed every two years as a minimum. The next review date is **10/03/24**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Mental Health Change Team.