




BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

Pupil Mental Health and Wellbeing Policy

Date of approval	Sept 2024
Date of next review	September 2025
Term of review	Annually
Committee Responsible	S&P Welfare
Prepared By	Mrs T Reznick
Signed by Chair of Committee	

Pupil Mental Health and Wellbeing Policy

2024-25

School: Beis Yaakov High School Academy

Named personnel with designated responsibility for safeguarding:

Designated safeguarding lead (DSL)	Mrs T Reznick	T.Reznick@byjhs.org
Deputy designated safeguarding leads (Deputy DSLs)	Mr B Myers Mrs N Bor	B.Myers@byjhs.org N.Bor@byjhs.org
Designated Looked After Children Lead	Mr B Myers	B.Myers@byjhs.org
Nominated Governor for Child Protection	Mr Daniel Nissen	D.Nissen@byjhs.org
Chair of Governors	Mr A Topperman	A.Topperman@byjhs.org
Designated Mental Health Leads	Mrs T Reznick Mrs A Treblow Mrs Feingold	T.Reznick@byjhs.org A.Treblow@byjhs.org I.feingold@byjhs.org

1. Policy statement

At Beis Yaakov Jewish High School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy was written in consultation with SLT, Mental health leads and staff

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Behaviour policy
- Anti- bullying policy
- Safeguarding policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the DSL or mental health leads.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Mr B Myers, Headteacher (quality of education), DDSL

Mrs T Reznick, Headteacher (pastoral), Designated child protection officer

Mrs A Treblow, SENDCO, Mental health lead

Mrs L Feingold, Pastoral Officer, Mental health lead

6. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in mood or energy level

Changes in eating or sleeping patterns

Changes in attitude in lessons or academic attainment

Changes in level of personal hygiene

Social isolation

Poor attendance or punctuality

Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

Abuse of drugs or alcohol

Weight loss or gain

Secretive behaviour

Covering parts of the body that they wouldn't have previously

Refusing to participate in P.E. or being secretive when changing clothes

Physical pain or nausea with no obvious cause

Physical injuries that appear to be self-inflicted

Talking or joking about self-harm or suicide

7. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the DSL's. All disclosures are recorded and stored in the pupil's confidential child protection file on CPOMS.

When making a record of a disclosure, staff will include:

The full name of the member of staff who is making the record

The full name of the pupil(s) involved

The date, time and location of the disclosure

The context in which the disclosure was made

Any questions asked or support offered by the member of staff

8. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

Who they will share the information with

What information they will share

Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the child protection policy will be followed.

9. Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

10. Supporting pupils

10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

Raising awareness of mental health during assemblies, tutor time, PSHE sessions and mental health awareness week

Having open discussions about mental health during lessons

Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health

Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and well being

Offering pastoral support through heads of year and mechanchos

Making classrooms a safe space to discuss mental health and wellbeing

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental health leads, Mrs Reznick, Mrs Treblow or Mrs Feingold will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

Assessing what the pupil's mental health needs are

Creating a plan to provide support

Taking the actions set out in the plan

Reviewing the effectiveness of the support offered

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Learning Mentor
- Key worker
- Nurture groups
- Reduced timetables
- Time out passes/ Permission to leave pass
- Counselling

10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if for example their needs are affecting their day to day work in school, they are struggling socially and more.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

The mental health issue (and its triggers, signs, symptoms and treatments)

The pupil's needs resulting from the condition

Specific support for the pupil's educational, social and emotional needs

The level of support needed

Who will provide the support

Who in the school needs to be aware of the child's condition

What to do in an emergency

10.5 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

GP or paediatrician

CAMHS

Mental health charities (e.g. Pathways, JAMH)

Local counselling services

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support

Informing parents/carers of mental health concerns that we have about their child

Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child

Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy

Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child

Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)

Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavor to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

Strategies they can use to support their friends

Strategies for self-care

Things they should avoid doing/saying

Warning signs to look out for

Signposting to sources of external support

13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The Headteacher or Sendco will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

Develop healthy coping strategies

Challenge misconceptions around mental health

Understand their own emotional state

Keep themselves safe

For more information, see our PSHE curriculum.

14.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

Discussing mental health with pupils in order to break down stigma

Encouraging pupils to disclose when they think their mental health is deteriorating

15. Training

All staff will be offered training so they:

Have a good understanding of what pupils' mental health needs are

Know how to recognise warning signs of mental ill health

Know a clear process to follow if they identify a pupil in need of help

16. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this, we will:

Treat mental health concerns seriously

Offer staff supervision sessions with a trained counsellor

Support staff experiencing poor mental health themselves

Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed by Mrs T Reznick annually. At every review, the policy will be approved by governing board for student welfare.