

## **H4 Emotional Health and Wellbeing Policy**

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# Introduction

Young people who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve (face) problems, setbacks and learn from them - show resilience

Mental health problems can affect anyone and can be a temporary response to a painful or difficult event or experience, or can develop into a debilitating and persistent disorder.

## 1.0 Policy statement

According to the World Health Organisation:

**Mental health is a state of wellbeing 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. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.**

At The Purcell School we are committed to the protection and promotion of positive mental health and emotional wellbeing for all students, their families, members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. The school aims to recognise emotional concerns and intervene early to prevent mental health disorders developing. We will continuously endeavour to improve the mental health of the school community by utilising a whole school approach to mental health.

## 2.0 Scope

This policy is intended as guidance for teaching and non-teaching staff and governors outlining The Purcell School's approach to promoting positive mental health and emotional wellbeing. The policy and procedures will also be made available for the perusal of students and their parents, carers and guardians.

It should be read in conjunction with the [Child Protection Policy](#) found on the school's website. The revised edition published Nov 2018 of DfE advice Mental Health and Behaviour in schools can be found at:

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

### 3.0 Policy Aims

- Adopt a whole school approach to mental health and wellbeing.
- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues amongst all staff, governors, students and parents.
- Instill a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting and removal of any stigma associated with mental health issues.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support and to have protocols in place to manage risk.
- 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.
- Ensure staff have access to appropriate training and resources to be able to identify and respond to early warning signs of mental ill health in students and support students who have specific mental health conditions.
- Ensure that staff are confident about how to share information, raise concerns or ask for information they need in order to support students, specifically through the use of the *MyConcern* system.
- Build resilience in students by encountering age-appropriate challenges, learning from mistakes, building support networks and developing the skills needed for emotional wellbeing.
- Enable students to understand their own feelings and those of others, and to build the language with which to communicate feelings, including emotional distress.
- Enable students to access information about and support for specific mental health conditions and their emotional wellbeing.
- Celebrate individual differences in students, ensuring all students feel valued and respected.

### 4.0 Key staff members

The school's ethos emphasises the obligation to listen to students, collectively and individually. Thus, students grow the confidence to talk about themselves and their concerns, including their feelings and emotions, in an atmosphere which is respectful, safe and supportive.

This policy aims to ensure all staff share a pastoral 'duty of care' towards students, and recognise that promoting mental health and wellbeing falls under their overarching safeguarding responsibilities, however key members of staff have additional specific pastoral responsibilities and are therefore particularly well placed to recognise the need for early intervention.

- |  |                                     |
|--|-------------------------------------|
| ● Tutors                                   | ● Health Centre nurses              |
| ● Designated Safeguarding Leads            | ● School Counsellor                 |
| ● Houseparents and Residential House Staff | ● Senior Mental Health Lead         |
| ● Learning Support Coordinator             | ● Staff Wellbeing Lead              |
| ● Director of Boarding                     | ● Mental Health First Aid Champions |
|  | ● PSHE Coordinator                  |

## 5.0 Individual Mental Health Support Plans/ Health Care Plans

When a student has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Health Care Plan should be drawn up. The development of the plan should involve the student, parents and relevant professionals.

Suggested elements of this plan include:

- Details of the student's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Whom to contact in an emergency
- Specific classroom support where needed
- The role the school and specific staff play in supporting the student

## 6.0 Teaching about mental health

The content of lessons will be determined by the specific needs of the cohort we are teaching, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to identify when mental health problems may be emerging, and to seek appropriate support when needed, for themselves or others.

We will follow the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) statutory guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

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 PSHE curriculum incorporating the [guidance issued by the PSHE Association](#), assembly and tutor programme, our peer mentoring and wellbeing ambassador programme and our leadership training.

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.

Tutorial time gives the opportunity to discuss issues which affect mental health and how to support good mental health. This can also be followed up in houses. Opportunities are taken to link to national initiatives such as Mental Health Week and Anti-Bullying Week.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 15 for Supporting Peers.**

## 7.0 Signposting

We will ensure that staff, students and parents, carers and guardians are aware of the support and services available to them, and how they can access these services.

Within the school (PSHE curriculum and tutorials, boarding houses, noticeboards, common rooms, etc.) and through our communication channels (newsletters, website, handbooks), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure understanding of:

- What help is available
- Whom the help is for
- How to access the support
- How it can support the individual
- What is likely to happen once the help has been accessed

The support available within our school and local community, including whom it is aimed at and how to access it is outlined in Appendix A in the Emotional Health and Wellbeing Appendices.

## 8.0 Sources or support at school and in the local community

### **School Based Support** - Support available to all students

The school's ethos emphasises the obligation to listen to students, collectively and individually. Thus, students grow the confidence to talk about themselves and their concerns, including their feelings and emotions, in an atmosphere which is respectful, safe and supportive.

- **Tutors:** The tutor sees and interacts with the student most days and is a useful resource for support and signposting.
- **House staff:** A member of the house staff is available at all times in case of emergency and during waking hours for support, a listening ear and to signpost the student to relevant services both within and outside the school. Each student is allocated a Boarding Mentor who meets regularly to coach the student and support their personal development. They are also trained to spot signs of potential mental health issues and encourage open discussions based on emotion coaching.
- **DSL:** All students know who the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are, how to contact them and where to find them. There are posters in school and in the boarding houses. There is always at least one DDSL present on site at all times.
- **Health Centre:** There is a nurse available 24/7 as well as during the school day. All students are given a personal tour of the Health Centre and information about the resources available when they join the school. Students must be made aware that the Health Centre is available to them if they need quiet time or space away from school or the boarding house and that the nurses are available to offer support and a caring audience if they need to talk. A nurse visits each boarding house in the week for drop in sessions with students.
- **School Counsellor:** The school counsellor offers individual therapeutic sessions for students as well as group sessions aimed at building personal emotional resilience, self-awareness and self-confidence. Group sessions can be structured in response to current trends such as anxiety after the pandemic. Appointments with the counsellor can be made directly via self-referral or through the school nurses, Tutor, Houseparent (HP), DSL or any other member of staff.

Depending on the severity of the condition students are encouraged to see the School Counsellor and/ or are referred to CAMHS (Child and Adolescent Mental Health Services) or if parents prefer, a private Child and Adolescent psychiatrist. The School Counsellor is available

to students 4 days a week. Students are informed about this resource at regular intervals and through posters placed around the school.

Students who are struggling with their mental health should be encouraged to share with a trusted adult, rather than over-burdening friends who are ill equipped to deal with the impact of the situation.

- Recurrent themes and trends are used to streamline preventative measures to encourage positive mental health.
- SEN support. Individual support is made available to SEN students by the Head of Learning Support. Individual student profiles to support the student in the classroom and in boarding are written collaboratively between the student, Learning Support Co-ordinator and with consent, the parent, carer or guardian. Supervised prep is available in the evening on an individual or group basis. A student led support group for neurodivergent students is planned to be available on a regular basis.
- Students can access further information and resources to support good mental health or address concerns in a variety of ways. These include house and school notice boards, the medical centre, the 6th Form Centre, the counsellor.

#### **School Based Support** - Support available to all parents:

[Mental Health and Wellbeing Guidance](#) on the school website page for current parents offers guidance, booklets to download and links to online support from National charities on topics such as Eating Disorders, Self- Harm, Anxiety, Resilience, and Talking to young people about mental health.

The Purcell School covers the cost for parents to subscribe to the Mental Health hub [Let's all Talk about Mental Health](#) also accessed on the same website page as above.

#### **Local Support**

In Hertfordshire, 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.

[Healthy Young Minds Hertfordshire](#) provides online emotional health and wellbeing support for young people in Hertfordshire.

[WithYouth](#) is an online service and helpline for young people in Hertfordshire experiencing mental health needs or would like support with their emotional wellbeing. Available 2pm - 10 pm every day.

Timely communication and information sharing about concerns is critical to supporting students' emotional health and wellbeing. To this end:

- Staff will build strong relationships with parents, carers or guardians, based on accurately

maintained contact details, such that they are confident and have the means to share concerns with the school, as they arise.

- Key pastoral staff (HPs, Counsellor, SEN Co-Ordinator, Nurses, DSL, Director of Boarding) meet weekly to discuss pastoral issues, and to ensure that the needs of individual students are supported.
- Training in the use of *MyConcern* as a reporting and recording tool is given to all staff on induction, and regularly thereafter.
- Staff briefings include updates from medical and SEN staff, as well as the DSL, where information is shared appropriately in order to support individual students as well as the emotional wellbeing of the school as a whole.
- Training is given to staff to support their awareness of emotional wellbeing. This includes access to training provided by eg [YMHFA](#), [MindEd](#), [Let's all Talk about Mental Health](#), [NSPCC](#), [Young Minds](#), [Anna Freud](#), [Boarding Schools Association](#), etc.
- All houses have Wellbeing Folders with resources from National Charities. There are guides and handbooks to support students, parents and staff.

## 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 a key pastoral staff member and where needed make a report on MyConcern and inform a DSL staff member. We all differ in outward manifestations of distress, so it is important to consider any signs of change, for example, someone who is normally outgoing and communicative becomes less talkative and more withdrawn.

It is important to emphasise that for some students experiencing distress, there may not be any apparent warning signs, or the student may actively be trying to hide their distress.

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 habits, withdrawing from social time around food
- Excessive over-exercising
- Changes in sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- An increase in lateness or absenteeism
- Difficulty concentrating
- Evidence of use of non-prescribed drugs or alcohol
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Repeated physical pain or nausea with no evident cause
- Expressing unusual ideas or beliefs
- Expressing feelings of failure, uselessness or loss of hope
- Talking or joking about self-harm or suicide

## Common mental health disorders include

- Eating disorders such as anorexia and bulimia (disordered eating is increasing at a faster rate in boys than girls and signs such as pursuing the ideal physique through eating large amounts of food and excessive focus on and time spent exercising may be missed)
- Anxiety disorders
- Traumatic stress and PTSD
- Self Harm
- Depression mild to severe with/ without associated self-harm and anxiety disorder.

It is not uncommon for someone to have more than one mental health disorder at one time.

### 10.0 Suicide Risk

In the event that a student is judged by the Health Centre team or the Safeguarding team to be at risk of attempting suicide or poses some danger to themselves or others, then confidentiality will be breached.

It is important that the Vice-Principal and Director of Boarding and the parents/carers are informed and an urgent case conference will be held.

If the student is a boarder an assessment will be made as to whether a student who is at risk of suicide will be allowed to continue to board. The Health Centre team's duty of care will, however, remain and all necessary referrals will be made. Treatment will continue as advised by the Health Centre team, the student's GP and/or CAMHS professional.

A [suicide safety plan](#) from the suicide prevention charity Papyrus may be completed with the student as part of the risk assessment. A useful tool for students who are experiencing thoughts of suicide is the [Hope Box](#).

10.1 Example of [Safety Plan](#) for student with suicidal ideation.

### 11.0 Targeted support

We recognise some 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, those living in households experiencing domestic violence and those who have experienced the trauma of war and being displaced from their home and family.

We work closely with the school nurses and the pastoral team in supporting the emotional and mental health needs of our students and are equipped to work at community, family and individual levels. Key pastoral staff skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

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 young people most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with Hertfordshire Council Children's Services, Hertfordshire CAMHS and other agencies services to follow various protocols including assessment and referral.
- Identifying and assessing young people who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Supporting students with known mental health conditions, as necessary, with personal care plans and risk assessments as the first stage of a 'stepped care' approach. These are informed by and shared with, as appropriate; house teams, DSL, Health Centre, SLT, parents, student. Careful thought is given to meeting the best interests of the student (especially in respect of the boarding environment) within a context in which the needs of the wider student population must be considered and met.
- Providing a range of interventions that have been proven to be effective.
- Working closely with the Support member of staff for our Ukrainian students.

According to the young person's needs:

- Ensure young people have access to pastoral care and support, as well as specialist services, including Hertfordshire 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.

Staff recognise that there may be additional pressures associated with exceptional musical achievement and aspiration and are committed to building student resilience through a variety of means. This includes:

- Provision of a range of opportunities for auditions and performance, appropriate to age and experience; supported and overseen by the Director of Music.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.
- Recognition of the need for communication about potentially 'high pressure' moments in the school musical calendar.
- Support for a holistic approach to wellbeing via access to the school counsellor and physiotherapist alongside routine medical provision.

- Pastoral alertness to ‘overloading’ and the need for prompt action by tutors, musical and house staff to address this.
- Provision of appropriate ‘downtime’ and opportunities for recreation and rest including morning rest after a late night concert.

## 12.0 Managing disclosures

If a student chooses to disclose mental health concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. Staff should focus on listening in the first instance, rather than thinking about giving advice or offering solutions. Our first intent should be on the provision of a safe and secure space to discuss the student’s concerns and promoting their emotional and physical safety.

All staff are trained in reporting concerns, observations, updates etc via the *MyConcern* reporting tool such that this contributes to building an overall picture of the wellbeing of individual students who may be experiencing difficulties, and that this can be monitored over time. *MyConcern* enables staff to identify emerging trends, enabling us to proactively identify risks and enable early intervention.

## 13.0 Confidentiality

All staff understand the need to not offer or promise confidentiality to students. This is especially important in responding to disclosures from students in regard of self-harm, suicidal ideation, disordered eating etc. Instead staff are trained to guide students as to how they will share information and with whom, in order to appropriately support their safety and wellbeing.

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 who are in danger of harm. Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a student gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

The notion of shared networks of support is central to supporting emotional and mental wellbeing. Consent is sought from students (appropriate to the age and Gillick competence of the student) such that adults and agencies involved in the care of a student can work effectively together. For example, care plans informed by CAMHS, psychiatrists or doctors may be shared with parents, houseparents,

SEN and DSL teams, academic staff, catering teams, in order to best support students in school.

The Health Centre and Safeguarding teams, whilst being skilled in discussing issues and possible actions with students, must always have in mind the need to encourage students to discuss issues with parents or carers. The needs of the student are paramount and the School Nurse will not insist that a student's parents or carers are informed about any advice or treatment they give, unless there is an overriding clinical need to do so.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague 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.

## 14.0 Whole school approach

We support a whole school approach to Mental Health Wellbeing where leadership and management that support and champions efforts to promote emotional health and wellbeing lies at the centre. The other seven core principles are:

- Curriculum teaching and learning to promote resilience and support social and emotional learning.
- Enabling student voice to influence decisions.
- Staff development to support their own wellbeing and that of students.
- Identifying need and monitoring impact of interventions.
- Working with parents and carers.
- Targeted support and appropriate referral.
- An ethos and environment that promotes respect and values diversity.

### 14.1 Working with parents/carers

We recognise the importance of working with and supporting parents and carers as part of our whole school approach to mental health and wellbeing. In order to support parents and carers, we will:

- Ensure that this policy is available in accessible formats including multiple languages where required.
- Make the policy, and other sources of information and support about common mental health issues, available in a prominent position on our school website.
- Involve parents and carers and students in the ongoing review and development of this policy.
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child.
- Ensure that parents and carers are involved in our whole school approach to mental health and wellbeing.
- Ensure that parents and carers are aware of the support available within the school and externally, including any training or other activities which may help them support their child.

- Share ideas about how parents can support positive mental health in their children through newsletters, contact with Houseparents and the Health Centre and personal contact.
- Keep parents and carers informed about the mental health topics their children are learning about in RSHE and share ideas for extending and exploring this learning at home.

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

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/agreed are added to the pupil's record and an Individual Care Plan created if appropriate.

## 14.2 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, carers and guardians to promote emotional health and wellbeing by:

- Open communication between parents and the school exists at every level; parents can email houseparents, tutors, music staff, medical staff, SLT and are encouraged to share concerns at an early stage.
- 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 etc.).
- Offering free membership to all parents, carers and guardians to the mental health hub *Let's All Talk About Mental Health* which offers informative, incisive & practical help from leading experts to support parents and carers of young people struggling with their mental health.
- 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. We recognise this might involve liaison with family support agencies.

## 15.0 Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one-to-one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing / saying which may inadvertently cause upset.
- Warning signs that their friend needs help (e.g. signs of relapse).

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

## 16.0 Checks on International students after Guardian stays

In order to ensure that International students are being appropriately cared for during holiday stays, with their guardians, all Houseparents will check in with an International pupil on their arrival back to their boarding House. This check-in should be recorded on the [Overseas Student Welfare Log](#) which is overseen by the Director of Boarding and the Overseas Student Co-ordinator. This entry will include the date and name of the member of the House Team. Any Safeguarding issues will be recorded on MyConcern immediately following the check-in. Any issues that are identified from these check-ins will be followed up, as appropriate, by the Vice-Principal, Director of Boarding and the Designated Safeguarding Lead. The Overseas Student Co-ordinator will play a key role.

## 17.0 Training

The mental and emotional wellbeing of students within an overarching safeguarding context forms part of the safeguarding induction for all staff.

The structure for supporting students is explained to new and existing staff via staff Inset time, including presentations from key personnel such as the Nurses, DSL, SEN Lead.

Staff inset time is given over to training about specific mental health conditions and pastoral issues, as appropriate to staff roles.

All staff understand the need to not offer or promise confidentiality to students. This is especially important in responding to disclosures from students in regard of self-harm, suicidal ideation,

disordered eating etc. Instead staff are trained to guide students as to how they will share information and with whom, in order to appropriately support their safety and wellbeing.

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.

At least one member of the house team will receive professional Mental Health First Aid training or equivalent with the aim that all pastoral staff receive professional training in Mental Health First Aid.

Houseparents will receive regular Mental Health training and updates in Houseparent meetings and be expected to complete online training each week covering specific Mental Health topics

We will host relevant information on our website for staff who wish to learn more about mental health and keep staff up to date via email with CPD opportunities for widening their pastoral skills in mental health and wellbeing. Pastoral staff all have membership of *Let's All Talk Mental Health* where they have specific CPD training each term as well as completing training for specific mental health needs using the MindED learning portal.

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 twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school Mental Health CPD should be discussed with Jane Mitchell, Director of Boarding and Senior Mental Health Lead and/or Tom Burns, Vice-Principal, who can also highlight sources of relevant training and support for individuals as needed.

## 18.0 Policy Review

This policy will be reviewed every year. The next review date is September 2025.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Jane Mitchell, Director of Boarding and Senior Mental Health Lead.

<b>Policy author / reviewer:</b>	<b>Policy date / review date:</b>	<b>Amendments made</b>	<b>Next review due:</b>
Libby Searle	January 2020		January 2021
K Cayley	September 2021		September 2022
K Cayley	September 2022		September 2023
J Mitchell	May 2024	Policy completely revised and updated	September 2025
J Mitchell	Sep 2024	The role of Boarding Mentor added to School Based Support. Appendices updated with new staff information	September 2025

## H4: Emotional Health and Wellbeing Appendices

### Appendix A: Sources of support at school and in the local community

#### School Based Support

Role	Name	Where to find them	Mobile/ phone number	Email Address
Designated Safeguarding Lead	Ziggi Szafranski (Head of Sixth Form)	DSL Office	07388 631432	<a href="mailto:z.szafranski@purcell-school.org">z.szafranski@purcell-school.org</a>
DSL Team	Paul Bambrough (Principal)	Principal's Office	01923 331104	<a href="mailto:p.bambrough@purcell-school.org">p.bambrough@purcell-school.org</a>
	Debbie Shah (Accompanist)	Accompanists' Room	01923 331108	<a href="mailto:d.shah@purcell-school.org">d.shah@purcell-school.org</a>
	Paul Hoskins (Director of Music)	Director of Music Office	01923 331134	<a href="mailto:p.hoskins@purcell-school.org">p.hoskins@purcell-school.org</a>
	Sally-Ann Whitty (SEN Teacher)	Learning Support	01923 331150	<a href="mailto:s.whitty@purcell-school.org">s.whitty@purcell-school.org</a>
	Tom Burns (Vice-Principal)	Vice-Principal's Office	01923 331141	<a href="mailto:t.burns@purcell-school.org">t.burns@purcell-school.org</a>
	Jane Mitchell (Director of Boarding)	Director of Boarding Office	07503 929379	<a href="mailto:j.mitchell@purcell-school.org">j.mitchell@purcell-school.org</a>
School Counsellor	Nicky Morris	Health Centre	07746 328127	<a href="mailto:medical@purcell-school.org">medical@purcell-school.org</a>
Health Centre	Hilary Austin	Health Centre	07746 328127	<a href="mailto:h.austin@purcell-school.org">h.austin@purcell-school.org</a>

	Carol Morgan	Health Centre	07740 174981	<a href="mailto:c.morgan@purcell-school.org">c.morgan@purcell-school.org</a>
Houseparents	Marko Dulovic	Ellington	07340 998670	<a href="mailto:m.dulovic@purcell-school.org">m.dulovic@purcell-school.org</a>
	Olivia Roache	Sunley	07340 998436	<a href="mailto:o.roache@purcell-school.org">o.roache@purcell-school.org</a>
	Karla Hawkins	Avison	07531 361404	<a href="mailto:k.hawkins@purcell-school.org">k.hawkins@purcell-school.org</a>
House Matrons	Susie Hunter	Sunley	07340 998436	<a href="mailto:s.hunter@purcell-school.org">s.hunter@purcell-school.org</a>
	Katherine Mendes da Costa	Ellington	07340 998670	<a href="mailto:k.mendes@purcell-school.org">k.mendes@purcell-school.org</a>
Assistant Houseparents	Susan Fisk	Sunley	07340 998436	<a href="mailto:s.fisk@purcell-school.org">s.fisk@purcell-school.org</a>
	Christian Caliendo	Avison	07531 361404	<a href="mailto:c.caliendo@purcell-school.org">c.caliendo@purcell-school.org</a>
	Susan Fisk Peter Cornish	Ellington	07340 998670	<a href="mailto:s.fisk@purcell-school.org">s.fisk@purcell-school.org</a> <a href="mailto:p.cornish@purcell-school.org">p.cornish@purcell-school.org</a>
Director of Boarding and Senior Mental Health Lead	Jane Mitchell	Director of Boarding Office	07503 929379	<a href="mailto:j.mitchell@purcell-school.org">j.mitchell@purcell-school.org</a>
Vice-Principal	Tom Burns	Vice-Principal's Office	01923 331141	<a href="mailto:t.burns@purcell-school.org">t.burns@purcell-school.org</a>
Staff Wellbeing Lead	Emma Bantock (Director of Operations/Deputy Bursar)	Director of Operations Office	01923 331103	<a href="mailto:e.bantock@purcell-school.org">e.bantock@purcell-school.org</a>

## Local Support

In Hertfordshire, 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.

[Healthy Young Minds Hertfordshire](#) provides online emotional health and wellbeing support for young people in Hertfordshire.

[WithYouth](#) is an online service and helpline for young people in Hertfordshire experiencing mental health needs or would like support with their emotional wellbeing. Available 2pm - 10 pm every day.

The school has access to a Specialist Mental Health GP in the GP practice Attenborough Surgery used by the school.



## Appendix B: Self Harm Safety Plan

Students at risk of self harm should be involved in the creation of a safety plan in order to give them ownership of their safety and wellbeing. Young people are more likely to adhere to a plan that they have ownership of and are best placed to identify potential risks.

When a student is identified as being at risk of self harm, the Director of Boarding and DSL, together with the Pastoral Team, will identify an appropriate member of staff to lead on each case. This member of staff will have received training as to how best to support a young person at risk of self harm and will be a member of staff that the student feels comfortable speaking with. This template should be used by that member of staff during their conversations with the student at risk, although they may choose to adapt it as necessary.

Once completed and signed, a copy should remain with the student, with their lead staff member, and (for boarding students) with their Houseparent. The student should also share with any additional people identified in section 6.

Name:	Date:
<p>1) <b>I know I'm likely to harm myself when:</b> ( eg how would other people be able to tell? What do you think about when you feel really bad, how do you behave?)</p>	
<p>2) <b>The things that stop me from self harming are:</b></p>	

3) **When I feel like harming myself I want people to:** (name several people and what you would want them to say / do eg. be reminded of doing things in question 2 above)

4) **If I have harmed myself or think I might harm myself, it would be helpful to contact the following people:** (who to contact and how, what to say to them - think of as many options as possible)

5) **If I need urgent medical attention (for an overdose or an injury) or urgently need to see a specialist mental health worker:** I will go straight to the Health Centre with a member of staff if I am in school or ask the nearest adult to phone an ambulance.

6) **I will share this plan with the following people so they can help me stay safe** ( eg. teachers, family members )

7) Any other relevant information?

Signed:

Review Date: