



Williamwood
High School

Mighty oaks from little acorns grow

Mental Health and Wellbeing Policy

An Ongoing Story of Whole School Support for All

Respect * Ambition * Kindness



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Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Rationale

At Williamwood High School we aim to promote positive mental health and wellbeing for every member of our staff and all young people through nurturing relationships and the promotion of a positive establishment ethos. We pursue this aim using a range of universal, targeted and intensive approaches to meet the needs of all young people.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to mental ill health. By developing and implementing a practical, relevant and effective mental health and wellbeing framework, our policies and procedures promote a safe environment for the many young people affected both directly and indirectly by mental ill health.

Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Education Scotland. (2017). *Curriculum for Excellence Health and Wellbeing Across Learning: Responsibilities of All*
<https://education.gov.scot/media/i32j1wu0/hwb-across-learning-eo.pdf>
- NHS. (2022). *Mental Health Improvement And Early Intervention Framework For Children And Young People*
<https://www.nhsggc.scot/downloads/mental-health-improvement-and-early-intervention-framework-for-children-and-young-people/>
- Public Health Scotland. *Scotland's Mental Health First Aid*
<https://www.smhfa.com/>
- Scottish Government. (2022). *Getting it Right for Every Child*
<https://www.gov.scot/policies/girfec/>
- Scottish Government. *Children and Young People's Mental Health Learning Resource* <https://www.cypmh.co.uk/>
- Scottish Qualifications Authority. *Mental Health and Wellbeing Awards Blog* <https://blogs.sqa.org.uk/mentalhealthandwellbeing/>
- The UNCRC (Incorporation) (Scotland) Act 2024

Aims of Policy

This document describes Williamwood High School's approach to promoting positive mental health and wellbeing. This policy will provide a framework for effective mental health and wellbeing in our establishment, and is intended as guidance for all teaching staff and non-teaching staff. It contains information around our universal and targeted approaches to mental health and wellbeing, and should be referred to along with the Scottish Government's Children and Young People's Mental Health Learning Resource in order to meet our baseline skills requirement. Training in relation to supporting young people will be shared through our Head Teacher update and CLPL opportunities.

Lead Members of Staff

Whilst **all** staff have a responsibility to promote the mental health of young people, staff with a specific, relevant remit include:

Child Protection Officer: N MacGlashan

Child Protection Co-ordinator: L Miller

CLPL lead: R McAllister

Health and Wellbeing leads: K Macphee PTPS, N Penman PTPS

First Aid Lead: A Muirhead PTPS

As well as the above, we have a number of staff trained in mental Health First Aid, and these staff are identifiable through the light coloured lanyards.

We also have a number of staff who are trained in ASIST (Applied Suicide Intervention Skills).

At Williamwood we aim to look after the mental health and wellbeing of all of our young people by:

- Promoting nurturing relationships and health and wellbeing as the responsibility of all within our establishment and the wider community
- Each young person being allocated one Principal Teacher of Pupil Support, who is the young person's point of call
- Ensuring that young people learn how to look after their mental health and wellbeing, for example developing resilience in our school community



- Ensuring that young people know and can recognise mental health conditions
- Ensuring that young people understand and know where to go if they require more targeted support
- Using the wellbeing indicators to within our tracking of wellbeing as a basis for discussion with PTPS.

Teaching About Mental Health and Wellbeing

We follow the Curriculum for Excellence Health and Wellbeing guidelines to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. The lessons focus on allowing pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We offer universal supports in a variety of ways, as part of our Personal and Social Health Education programme, accredited courses, pupil leadership opportunities, extra-curricular opportunities and support groups.

Where relevant to a young person's needs, they may work through the Living Life to the Full (LLTFF) programme, which uses evidence-based cognitive behavioural therapy approaches.

We also offer to some young people the SQA Mental Health Award in order to support the accreditation journey of our pupils. The award aims to:

- Reduce stigma surrounding mental health
- Arm young people with healthy coping strategies
- Promote knowledge of the impact of mental health on behaviour
- Dispel myths surrounding mental health
- Promote understanding of positive and negative impacts on mental health
- Help individuals to make the right choices
- Promote understanding of the potential uses and impact of social media and the internet
- Create resilience

(SQA)

Please find below examples of some other supports on offer within our school community. These will change slightly each year to meet the needs of our pupils.

- Social skills group
- Keeping it Calm
- Season for Growth
- Nurture groups
- Hemat Gryffe
- Safer Choices
- Headstrong
- ASC group
- LIAM

Signposting

We ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We display relevant sources of support on the school website and communal areas such as noticeboards. We also highlight sources of support to pupils within relevant parts of the curriculum and share information through our parent/carer newsletter.

Training

As a minimum, all staff will receive annual child protection training. Training opportunities for staff who require more in depth knowledge will be considered as part of our PRD process and additional CLPL will be supported throughout the session. Suggestions for individual, group or whole school CLPL should be discussed with our coordinator and CLPL lead who can also highlight sources of relevant training and support for individuals as needed.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns to the Pupil Support Teacher.



WARNING SIGNS

There are many warning signs which indicate that a young person is/could be experiencing mental and emotional health issues.

1 in 10 children experience a mental health condition in a year

- Changes in eating/ sleeping habits
- Changes in activity level
e.g. giving up hobbies
- Expressing feelings of failure, uselessness or loss of hope
- Increased isolation from friends/ family, becoming socially withdrawn
- Changes in clothing - long sleeves in summer
- Change in academic achievement (+/-)
- Signs of physical harm that are repeated or appear non-accidental
- Failure to take care of personal appearance
- Talking/ joking about self-harm or suicide
- Abusing drugs/ alcohol
- Changes in activity/ mood
- Repeated physical pain or nausea with no evident cause
- Increase in lateness/ absenteeism
- Secretive behaviour
- Difficulties with peer relationships
- Spending more time in the bathroom
- Seeming overly cheery after a bout of depression

A pupil may choose to disclose concerns about themselves or another young person, so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about his or her own mental health or another young person, the member of staff should listen, remain calm, supportive and non-judgemental.

This information should be shared with the relevant Pupil Support staff who will record the information appropriately and offer support and advice about next steps. If the disclosure raises a child protection concern, this should be passed immediately to the Child Protection Co-ordinator.

Targeted Support

When it is identified that a young person requires a more targeted support tailored to their individual needs, the Pupil Support team will work in partnership with the young person, their parents/carers, staff within the establishment and any other relevant partners. It may be that information regarding their support needs are shared with staff if the needs of the young person are impacting on their learning.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to Pupil Support staff in the first instance. If there is a fear that the pupil is in danger of immediate harm, child protection procedures should be followed with an immediate referral to the designated Child Protection Coordinator or the Head Teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where targeted support of required, it may be the case that the young person is referred to our Joint Support Team meeting (JST).

Confidentiality

When a pupil speaks to you and raises a concern, do not offer confidentiality. It may be necessary to pass a concern about the pupil on, if this is the case then discuss with the pupil:

- Who you are going to talk to
- What information you are going to pass on

Share the disclosure with the Pupil Support teacher. Ideally, get consent from the pupil to do so, however there are certain situations when information must be shared with the Child Protection Co-ordinator where a young person up to the age of 18 is at risk of harm.



Working with Parents/Carers

Parents/ Carers are often welcome support and information from the school about supporting their children's emotional and mental health. In order to support parents we:

- Highlight sources of information and support about common mental health issues on our school support website
- Ensure that all parents/ carers are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Share ideas about how parents/carers can support positive mental health in their children through our regular information events

Appendix A: Organisations and Resources

Support on all of these issues can be accessed via [Young Minds](http://www.youngminds.org.uk) (www.youngminds.org.uk), [Mind](http://www.mind.org.uk) (www.mind.org.uk) and (for e-learning opportunities) [Minded](http://www.minded.org.uk) (www.minded.org.uk).

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

SelfHarm.co.uk: www.selfharm.co.uk

National Self-Harm Network: www.nshn.co.uk

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Depression Alliance: www.depressionalliance.org/information/what-depression

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Anxiety UK: www.anxietyuk.org.uk

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

OCD UK: www.ocduk.org/ocd

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

On the edge: ChildLine spotlight report on suicide:

www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/

Eating Disorders

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders

Eating Difficulties in Younger Children and when to worry:

www.inourhands.com/eating-difficulties-in-younger-children

General Support for Young People

Organisation	Main contact details	Topic addressed
Samaritans	Call free on 116 123 (UK) Email: jo@samaritans.org	Confidential support service and are open 24 hours a day, 7 days a week.
ChildLine	0800 1111: www.childline.org.uk	Get help and advice about a wide range of issues, talk to a counsellor online
Breathing Space	Call for free on 0800 83 85 87 www.breathingspace.scot	Advice and support if you need someone to talk to. Their phone line is open 6pm-2am on Monday to Thursday and 6pm-6am on Friday to Monday.
Beat	The Beat Youthline is open to anyone under 25. Youthline: 0345 634 7650 www.b-eat.co.uk/	UK's leading charity supporting anyone affected by eating disorders, anorexia, bulimia, EDNOS or any other difficulties with food, weight and shape.
Aye Mind	www.ayemind.com/	Making a digital toolkit for all who work with young people too, to boost their ability to promote youth wellbeing
Young Scot	Call 0808 801 0338 www.youngscot.org/	It has information on a range of topics including mental health
7 Cups of Tea	www.7cupsoftea.com	An online emotional health and wellbeing service
LGBT Youth Scotland	Call us: 0131 555 3940 Text us: 07786 202 370 https://www.lgbtyouth.org.uk/ Email us: info@lgbtyouth.org.uk	Here to help support lesbian, gay, bisexual and transgender young people
SAMH	www.samh.org.uk/	SAMH is the Scottish Association for Mental Health. SAMH believe there is no health without mental health. We're



		here to provide help, information and support.
See Me	https://www.seemescotland.org/	See Me is Scotland's programme to tackle mental health stigma and discrimination
TESS: Text and Email Support Services	Text: 0780 047 2908 www.selfinjurysupport.org.uk follow links to email	For girls and young women affected by self-injury

Support for Parents/ Carers

Organisation	Main contact details	Topic addressed
The Samaritans	Call free on 116 123 (UK) Email: jo@samaritans.org	Confidential support service and are open 24 hours a day, 7 days a week.
Young Minds	Parent helpline: 0808 802 5544 www.youngminds.org.uk	Free, confidential online and telephone support providing information and support
Parent Line Scotland	Call: 08000 28 22 33 Email: parentlinescotland@children1st.org.uk	Scotland's free helpline, email and web-chat service, for anyone caring for or concerned about a child - open 9am- 9pm Mon to Fri.
GP	Contact your GP at your local Surgery	Speak to your GP if you are worried about your child's mental health
NHS Choices	http://www.nhs.uk/conditions/stress-anxiety-depression/pages/mental-health-helplines.aspx	Whether you're concerned about yourself or a loved one, the helplines listed can offer expert advice



Appendix B: NHS Early Intervention Framework Illustration

