



# Mental Health and Wellbeing Policy

**This policy was adopted: Summer 2023**

**This policy is due for review: Summer 2026**

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## Policy Statement

*Mental health is 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 Organization)*

## Hove Park School's Mental Health and Wellbeing Statement of Intent

*At Hove Park School & Sixth Form Centre, we promote positive mental health and wellbeing for everyone in our school community. We aim to look after ourselves and each other. Our curriculum supports this through personal, social and health education which is reviewed regularly, and is responsive to the changing needs of our students. Opportunities beyond our curriculum promote active and healthy lifestyles. Celebration of our diversity and our commitment to kindness, supports us all. Where mental health and well-being needs are identified for anyone in our community, be it students, staff, parents or carers, our goal is to signpost access to universal and specialist support, with compassion and without judgement.*

## Scope

This document describes Hove Park's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all stakeholders, including: students, parents and carers, teaching and non-teaching staff, senior leaders and the governing body.

This policy should be read in conjunction with other relevant policies where appropriate when considering a student's mental health and wellbeing needs, for example:

- The Safeguarding Policy
- Medicine Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy

Since Summer 2020, all of Hove Park's policies consider the impact on mental health and wellbeing.

## The Policy Aims to:

- Promote positive mental health and wellbeing in all staff and students
- Provide guidance on how students can access support at Hove Park School
- Provide support to staff working with young people with emotional wellbeing needs
- Provide support to students suffering mental health needs and their peers and parents/carers

## Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional wellbeing and mental health of students, a number key staff hold a specific remit in this area:

- Assistant Head Teacher - Head of Support & Wellbeing Faculty. Designated Safeguarding Lead. SENCO. Designated teacher for looked after children.
- Deputy Head of Nevill Campus - Attendance Lead.
- Head of Valley Campus – Behavior Lead
- Deputy Designated Safeguarding Lead
- Assistant SENCO – Social, Emotional and Mental Health
- Educational Welfare Officer
- Wellbeing Team Lead – School Counsellor
- PHSE Co-Ordinator

Hove Park has an embedded multi-professional approach to pastoral support. Below are the teams who have specific roles and responsibilities pertaining to the emotional wellbeing and mental health of students:

Campus Management

Year Offices

Safeguarding Team

Wellbeing Team

SEMH Teams

## Our Approach to Creating a Safe School

We believe that school should be a place of safety, where learning can thrive. In order to create a safe learning environment, we have developed guidance on how we can look after each other at Hove Park.

This guidance should inform our day to day interactions with each other and help staff to support students' emotional wellbeing needs.

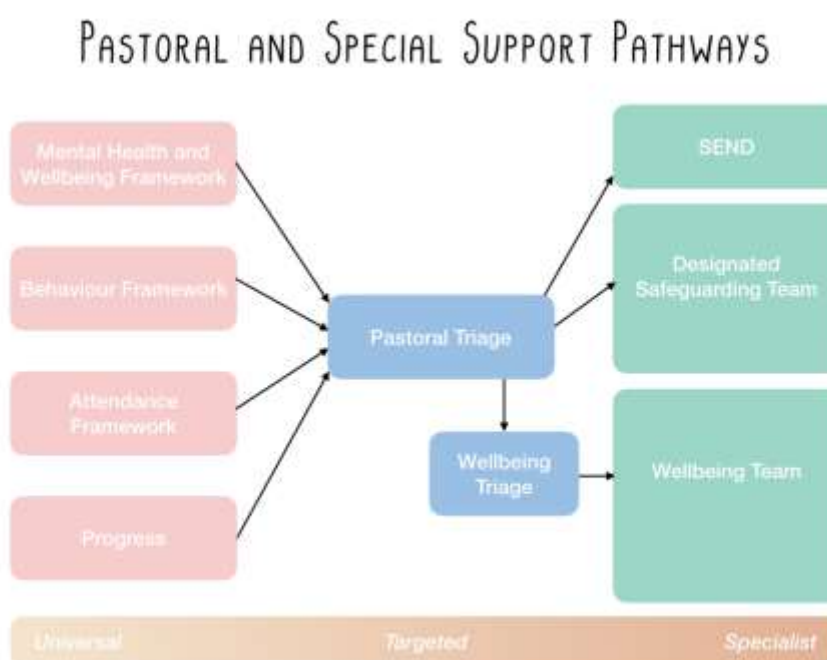
These posters are on display in our school and each theme will form the basis for an assembly each half term.

Hove Park has also trained staff in the techniques of Emotion Coaching (<https://www.emotioncoachinguk.com>). Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

## Identification of Need

The Mental Health and Wellbeing Framework (Appendix A.) details potential warning signs, who should monitor and raise concerns, and the expected support and interventions that should be implemented. Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Year Team in the first instance. If there is a fear that the student is in danger of immediate harm, then the normal **safeguarding procedures should be followed** with an immediate referral to the Safeguarding Team. If the student 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.

If school staff become aware of the warning signs which indicate a student is experiencing an



emotional wellbeing or mental health needs, these warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with relevant team.

## Pastoral Triage

Targeted emotional wellbeing and mental health provision is allocated through our Pastoral and Wellbeing Triages. Students' wellbeing is primarily monitored by their teachers, tutor, Year Teams and relevant senior leader via the Mental Health and Wellbeing Framework, Behaviour Framework, Attendance Framework and the core monitoring of progress data. Each one of these frameworks can be found within the relevant policy and details the types of universal intervention students can expect at Hove Park. Where whole school or universal provision does not have the desired outcome on a young person, and this can be evidenced via a plan-do-review cycle (for example Pastoral Support Plans), Year Teams can seek additional specialist support from our school based professionals, such as the SENCO or Wellbeing Team.

The Pastoral Triage panel usually consists of the SENCO, Deputy Safeguarding Lead, Wellbeing Team Lead, Educational Welfare Officer, Primary Mental Health Worker and SEN team leads. The triage

panel, along with the relevant Year Team, will decide on the most appropriate actions, for example work with the SEMH Team or school counselling.

As Pastoral Triage discussions take place amongst school based professional, no prior permission needs to be sought in order to discuss a student at Pastoral Triage. However, it would be considered best practice for the Year Team presenting the case to inform the student and parents/carers that a discussion at Pastoral Triage is intended.

Any onward referrals to outside agencies, such as the Brighton and Hove Inclusion Service, should always follow the relevant permissions, consent, GDPR and information sharing policies.

A guide to Pastoral Triage can be found in Appendix B.

## Wellbeing Team & Triage

Hove Park has a dedicated Wellbeing Team, which consists of a Primary Mental Health Worker, a School Counsellor, Student Welfare Officer, trainee counsellors/therapists, and is line managed by the Head of the Student Support and Wellbeing Faculty.

Each of these roles have different skills and expertise in order to meet a broad range of student need:

Role	Area of work/limitation	Referral Route and Criteria
Primary Mental Health Worker x 2 days per week	<ul style="list-style-type: none"> <li>• Short term intervention.</li> <li>• Group work</li> <li>• Initial Assessments</li> <li>• Initial Diagnostic Support (ADHD, ASC)</li> </ul>	<ul style="list-style-type: none"> <li>• Young people experiencing moderate to severe levels of difficulty</li> <li>• Through BHISS or CAMHS triage, Pastoral Triage or Wellbeing Triage</li> <li>• BHISS Form</li> </ul>
School Counsellor x 5 days per week	<ul style="list-style-type: none"> <li>• Integrative Arts Counselling. Traditional Talking therapies combined with use of the arts</li> <li>• Short term intervention and long-term intervention. Caseload weighted towards long term intervention due to complex level of need in client base</li> <li>• Group work</li> <li>• Risk Assessments, safety planning</li> <li>• Initial Assessments</li> <li>• Complex casework</li> </ul>	<ul style="list-style-type: none"> <li>• Young people experiencing moderate to severe levels of difficulty.</li> <li>• Pastoral triage and Wellbeing triage.</li> <li>• Wellbeing Team referral Form</li> </ul>

Student Welfare Officer x 4 days per week	<ul style="list-style-type: none"> <li>Managing Hut Provision for Year 11 EBSA students (Monday – Thursday 9.00am – 12.00pm).</li> <li>1:1 emotional support</li> <li>Complex casework.</li> </ul>	<ul style="list-style-type: none"> <li>Young people experiencing with mild – moderate difficulties.</li> <li>Pastoral triage and Wellbeing triage.</li> <li>Wellbeing Team referral Form</li> </ul>
Trainee counsellors and therapists x 1-2 days per week per practitioner	<ul style="list-style-type: none"> <li>Low intensity CBT</li> <li>Art Therapy</li> <li>Counselling</li> <li>Short term intervention,</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Young people experiencing with mild – moderate difficulties.</li> <li>Pastoral triage and Wellbeing triage.</li> <li>Wellbeing Team referral Form</li> </ul>

A referral for a student to work with the Wellbeing Team is made via Pastoral Triage. Case allocation is then decided at a bi-weekly Wellbeing Triage and is based on the needs of the young person and caseloads. Every effort is made to ensure that the young person sees the most appropriate person in a timely manner, but in cases where a young person cannot be seen by a member of the Wellbeing Team, it is the responsibility of the SEMH SENCO/SEMH Coordinator to inform the Year Team and/or student and parent/carer of this, signposting them to external support.

Where a referral to Specialist CAMHS is appropriate, this will be led and managed by the Wellbeing Team Lead or the Primary Mental Health worker in order to ensure the robustness of a school based referral.

As Wellbeing Triage discussions take place amongst school based professional, no prior permission needs to be sought in order to discuss a student at Wellbeing Triage. However, it would be considered best practice for the Year Team managing the case to inform the student and parent/carer. Once cases have been allocated to a member of the Wellbeing Team, they will obtain appropriate consent for therapeutic or mentoring work and keep a record of this on My Concern. Supervision for this team is delivered externally and in accordance with the individual professionals' registration.

## Your Space (Self-Referral)

Students can self-refer to the Wellbeing Team by emailing [yourspace@hovelpark.org.uk](mailto:yourspace@hovelpark.org.uk). This email address is checked by the Wellbeing Team who will aim to respond to the young person with 48 Hours.

Any student who refers to the team will be seen for a one off appointment where an action plan will be formulated, details of which can be seen in Appendix C.



## Pastoral Support/Medical/Safety Plans

It is helpful to have a clear Plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. Plans should be developed collaboratively with the pupil, parents/carer,

relevant school staff and where possible involve external professionals, such as a social worker, ITF worker, CAMHS practitioner or school nurse.

Type of Plan	Type of Plan	Lead by
Pastoral Support Plan	<ul style="list-style-type: none"> <li>▪ Details of a students need and a overview of the most current picture</li> <li>▪ SMART Targets to enable change</li> <li>▪ Details of how that change will be achieved and by whom</li> <li>▪ A review of the impact of any intervention</li> <li>▪ Details of the PSP can be found in Appendix D</li> </ul>	Year Team SEN Team/SENCO Educational Welfare Officer
Medical Plan	<ul style="list-style-type: none"> <li>▪ Details of a students need</li> <li>▪ Special requirements and precautions</li> <li>▪ Medication and any side effects</li> <li>▪ What to do, and who to contact in an emergency</li> <li>▪ The role the school can play</li> </ul>	Year Team SENCO
Safety Plan/Risk Assessment	<ul style="list-style-type: none"> <li>▪ Details of a students need</li> <li>▪ Special requirements and precautions</li> <li>▪ An assessment of the risk posed to the individual or by the individual</li> <li>▪ Medication and any side effects</li> <li>▪ What to do, and who to contact in an emergency</li> <li>▪ The role the school can play</li> </ul>	Wellbeing Team Safeguarding
Wellbeing Support Plan	<ul style="list-style-type: none"> <li>▪ Details of a student's needs and presentation</li> <li>▪ Strategies that the student can use to support themselves</li> <li>▪ Adaptions in the classroom that teachers should use to support the student</li> </ul>	Wellbeing Team



All plans should be shared with the student and parent/carer. Where appropriate, plans should be shared with relevant school staff with the knowledge of the student and parent/carer.

## Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe, are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to assure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, which helps rather than harms.

## Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety. All disclosures concerning a student's safety should be recorded and reported in accordance with the Safeguarding Policy to [safeguarding@hovepark.org.uk](mailto:safeguarding@hovepark.org.uk)

More general concerns should be shared with the Year Team, using the Mental Health and wellbeing Framework as reference. If you are at all unsure, please report your concerns to the Safeguarding Team as a matter of precaution.

We acknowledge that supporting a student with a disclosure can be difficult to manage and potentially upsetting. Please ensure your line manager is aware that you have been involved in a disclosure of any kind. Support and supervision can be made available in school.

## Working with Parents & Carers

Parents and carers are a vital factor in considering a student's emotional wellbeing and mental health needs; every attempt to engage the important people in a young person's life should be made in order to understand their needs as part of a holistic approach.

Where we need to approach parents and carers, we should be sensitive in our approach. Before discussing our concerns, we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Who should be present? Consider parents, the student, other members of staff, ensuring there are not an overwhelming number of people present.

- What are the aims of the meeting?

The meeting should be recorded and shared with the parent/carer as part of Pastoral Support Plan or similar.

It can be shocking and upsetting for parents to learn that teachers have worries or concerns about their child and may respond with anger, fear or upset during the first conversation. We should be mindful of this, giving time to reflect and ask questions.

Sharing sources of further support aimed specifically at parents/carers can also be helpful too e.g. parent helplines and forums such as AMAZE, Young Minds and Brighton 5.

We should always provide parents/carers clear means of contacting us with further questions and consider booking in a follow up meeting or phone call. Finish each meeting with agreed next step and always keep a record of the PSP/meeting on My Concern.

## **Staff Wellbeing**

The health and wellbeing of everyone in our school community is of paramount importance. We understand that the wellbeing of our staff will ultimately have an impact on the member of staff's ability to be effective, their personal sense achievement and the overall quality of the student experience.

Hove Park is committed to improving staff wellbeing and have an active Staff Wellbeing Committee, that's open to all staff to attend. The agenda and minutes from these meetings are shared via the staff bulletin. Representatives from the committee meet regularly with the head teacher to discuss staff wellbeing issues.

Support for all staff is available through their line management and the Human Resources Manager. We would always advise staff to seek support and discuss concerns at the earliest opportunity.

Counselling support is available to all staff via HELP Employee Assistance, the details of which can be found in Appendix E.

## **Parent & Carer Wellbeing**

Hove Park recognises that the parents and carers in our community will from time-to-time need support on issues around emotional wellbeing and mental health. The Year Team office can offer or signpost parents/carers to appropriate support (contactable via reception or email).

We will aim to host events such as exam stress workshops, iPad management/internet safety sessions, Year 6 transition events and Curriculum Information Evenings to help families with some of the more challenging moments in a young person's secondary school career. We'll also signpost parents and carers to relevant resources, information and updates via the school website, email and Parklike bulletin.

In order to gain a better understanding of parent and carers concerns around emotional wellbeing, mental health and how the school can support, Hove Park will host regular Parent/Carer forums. Details of these will be sent via email direct to parent/carers.

## Supporting Peers

When a student is suffering from an emotional wellbeing or mental health need, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings.

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

## Mental Health and Wellbeing Champions

Hove Park has trained a number of students to be Mental Health and Wellbeing Champions. Champions are there to support peers seek support from appropriate adults.

They are recognisable to others by wearing the Mental Health and Wellbeing badge on their lapel.



As part of their training, Champions covered how to safeguard themselves and others. They are required to check-in with a member of the Wellbeing Team termly to ensure they are not holding any concerns and feel supported. More about Mental Health and Wellbeing Champions can be found in Appendix F.

## Sad Events

Occasionally sad events take place within our school community that could have an impact on our emotional wellbeing, such as the death of a young person or member of staff. In the case of such of an incident, the head teacher, along with relevant members of the pastoral teams, will formulate a response to support the emotional wellbeing of those affected. This could include actions such as special assemblies, open-to-all support sessions and engaging external professional services such as psychological support from the Brighton and Hove Inclusion Support Service.

A bespoke response will be formulated for each significant sad event.

## Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in Summer 2026. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.



# Mental Health and Wellbeing Policy Appendices

## Appendix A: Mental Health and Wellbeing Framework

	Indicators	Pupil Support	Staff	Outcomes
1	<p><u>Behaviour</u></p> <p>Is the young person:</p> <ul style="list-style-type: none"> <li>constantly interrupting?</li> <li>more fidgety than usual?</li> <li>finding it difficult to concentrate on their learning?</li> </ul> <p><u>Social withdrawal</u></p> <p>Is the young person:</p> <ul style="list-style-type: none"> <li>appearing distracted?</li> <li>less talkative than usual?</li> <li>involving themselves less than usual?</li> </ul> <p><u>Uncharacteristic changes in behaviour</u></p> <ul style="list-style-type: none"> <li>Is the young person doing things in the class that strike you as different to how they normally are?</li> </ul> <p><u>Mental Health and Wellbeing Champion</u></p> <ul style="list-style-type: none"> <li>Has the young person been identified by a Mental Health and Wellbeing Champion as presenting with concerns?</li> </ul>	<ul style="list-style-type: none"> <li>Tutor/teacher will recognise and acknowledge these behaviours as possible signs that a young person needs additional support and monitoring.</li> <li>This could include an opportunity to talk to their tutor/teacher away from other students and making agreed contact with parents/carers.</li> <li>Tutor/teacher to use Emotion Coaching techniques.</li> </ul>	Tutor Teacher	<ul style="list-style-type: none"> <li>The young person is able to engage appropriately, and the tutor will notice some improvement within 2 weeks.</li> <li>If no or little improvement is made, the tutor should move to level 2.</li> <li>Tutor/teacher to email Year Team detailing the following: <ul style="list-style-type: none"> <li>-What are the concerns?</li> <li>-Over what timeframe has this occurred?</li> <li>-What has been tried as an intervention?</li> </ul> </li> </ul> <p>Information to be recorded on CPOMS by Year Team.</p> <p><b>NOTE: IMMEDIATE CONCERNS should be discussed immediately with the Safeguarding Team or SEMH SENCO; these could include:</b></p> <ul style="list-style-type: none"> <li>➤ Active School Refusal</li> <li>➤ Disclosure of Self Harm/injury</li> <li>➤ Disclosure of Chronic Low Mood</li> <li>➤ Disclosure of Chronic Anxiety</li> </ul>

2	<p><u>Behaviour</u> Is the young person:</p> <ul style="list-style-type: none"> <li>• interrupting learning more frequently?</li> <li>• appearing to be less self-organised than usual?</li> <li>• finding it difficult to concentrate on their learning?</li> <li>• not completing tasks? Homework? No clear reasons for this?</li> </ul> <p><u>Social withdrawal</u> Is the young person:</p> <ul style="list-style-type: none"> <li>• actively instigating distractions?</li> <li>• less talkative or more avoidant of tasks than usual?</li> <li>• remaining less involved than usual?</li> </ul> <p><u>Uncharacteristic changes in behaviour</u></p> <ul style="list-style-type: none"> <li>• Are you starting to see an ongoing picture of challenge?</li> <li>• Is the young person doing things in the class that strike you as different to how they normally are?</li> </ul> <p><u>Mental Health and Wellbeing Mentor</u> Has the young person been identified by a Mental Health and Wellbeing Mentor?</p> <p><u>Parent/Carer Contact</u> The young person's home has made contact highlighting a low level concern, e.g. house move, death of a pet, change of routine.</p> <p><u>Your Space Appointment</u> Young person is made known to Year Team via a Your Space assessment.</p>	<ul style="list-style-type: none"> <li>• After discussion with the tutor/teacher raising the initial concern, the AHOY will liaise with other staff working with the young person to monitor their progress more widely.</li> <li>• These conversations and observations should allow the AHOY and tutor/teacher to build a better understanding of the challenges the young person may face in order to plan an intervention, such as: <ul style="list-style-type: none"> <li>- check in with Yeah Team</li> <li>- emailing teachers to let them know there's a current concern</li> <li>- use of a Positive Report Card</li> <li>- monitoring attendance and behaviour logs.</li> </ul> </li> <li>• The AHOY will make contact with home to share the concerns with the young person's knowledge.</li> <li>• The Year Team will have made appropriate records and noted these interventions on CPOMS.</li> </ul>	Tutor Teachers Year Team	<ul style="list-style-type: none"> <li>• The young person is able to engage more appropriately, and teachers/Year Team will notice some improvement within 2 weeks.</li> <li>• If no or little improvement is made, the Year Team to discuss next steps and escalation to Stage 3.</li> </ul> <p><b>NOTE: IMMEDIATE CONCERNS should be discussed immediately with the Safeguarding Team or SEMH SENCO; these could include:</b></p> <ul style="list-style-type: none"> <li>➤ Active School Refusal</li> <li>➤ Disclosure of Self Harm/injury</li> <li>➤ Disclosure of Chronic Low Mood</li> <li>➤ Disclosure of Chronic Anxiety</li> </ul>
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3	<p><u>Established patterns of concern</u></p> <ul style="list-style-type: none"> <li>• Interruptions within the classroom are becoming consistent over a 4-week period</li> <li>• Uncharacteristic changes in the young person's behaviour have been maintained for 4 weeks</li> </ul> <p><u>Social withdrawal</u></p> <ul style="list-style-type: none"> <li>• The young person's mood has changed significantly <ul style="list-style-type: none"> <li>- Are they very withdrawn?</li> <li>- Is the young person responding uncharacteristically within the class?</li> <li>- Are they no longer getting involved?</li> <li>- Do they seem to be isolating themselves, or are they being isolated by their peers?</li> <li>- Is the young person getting over involved or excessively distracting by others?</li> </ul> </li> </ul> <p><u>Uncharacteristic changes in behaviour</u></p> <ul style="list-style-type: none"> <li>• Are you confused or unclear about what is going on for the young person?</li> <li>• Are you seeing concerning patterns with work in or out of the class?</li> <li>• Does the young person appear to be less motivated or lacking in enthusiasm?</li> <li>• Is the young person actively refusing to participate or make unclear rationales for changes you are seeing?</li> <li>• Is the young person making excessive requests to visit the medical room or year office?</li> </ul> <p><u>Parent/Carer Contact</u></p> <ul style="list-style-type: none"> <li>• The young person's home has made contact highlighting established concern, e.g: <ul style="list-style-type: none"> <li>- Parent acknowledges interruptions in the classroom as becoming consistent over 4 weeks</li> <li>- Parent acknowledges uncharacteristic changes at home in the young person's behaviour which has been maintained for 4 weeks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Year Team will meet with the young person to establish a supportive relationship.</li> <li>• The Year Team will complete an SDQ to identify possible areas of concern, informing parents/carers.</li> <li>• The Year Team and tutor will meet with the young person and parents/carers to have a PSP meeting. The Year Team will implement and monitor strategies.</li> <li>• What "exceptions" to the newly established concerns are you seeing? When are these things / concerns not happening? What does that tell us?</li> </ul>	Year Head Tutor Teachers	<ul style="list-style-type: none"> <li>• The young person is able to engage more appropriately; the tutor, teachers and Year Team will notice some improvement within 2-4 weeks. Monitoring and maintenance of the interventions used will be managed by the Year Team.</li> <li>• If no or little improvement is made, the Year Team should review the strategies as part of the PSP, move to level 4 and consider discussion at Pastoral Triage.</li> </ul> <p><b>NOTE: IMMEDIATE CONCERNS should be discussed immediately with the Safeguarding Team or SEMH SENCO; these could include:</b></p> <ul style="list-style-type: none"> <li>➤ Active School Refusal</li> <li>➤ Disclosure of Self Harm/injury</li> <li>➤ Disclosure of Chronic Low Mood</li> <li>➤ Disclosure of Chronic Anxiety</li> </ul>
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4	<p><u>Establishing patterns of concern</u></p> <ul style="list-style-type: none"> <li>• The young person's change in mood has become consistently noticeable over a 4-6 week timeframe</li> <li>• They consistently erratic or withdrawn</li> <li>• The changes of behaviour in and out of the classroom becoming consistent evident to other staff / home</li> </ul> <p><u>Social Withdrawal</u></p> <ul style="list-style-type: none"> <li>• The changes in the young person's mood or behaviour is having a notable impact on their social interactions with their peer or other staff members</li> </ul> <p><u>Uncharacteristic changes in behaviour</u></p> <ul style="list-style-type: none"> <li>• Is attendance or lateness is becoming a constant cause for concern?</li> <li>• Is the young person is clearly not coping with their self-care or self-organisation?</li> <li>• Is the young person is actively seeking out other staff without clear reason?</li> <li>• The young person is constantly attending the year head office or medical room with health related concerns?</li> <li>• Has home been contacted and share our concerns about recognisable changes in mood or behaviour?</li> </ul> <p><u>Parent/Carer Contact</u></p> <ul style="list-style-type: none"> <li>• Liaison between home and school about the young person has substantiated established concern, e.g. <ul style="list-style-type: none"> <li>- Parent acknowledges Interruptions in the classroom as becoming consistent over 4 weeks</li> <li>- Parent acknowledges uncharacteristic changes at home in the young person's behaviour which has been maintained for 4 weeks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Year Team will have established a PSP for the young person and continue to monitor and support the young person along with their tutor and teachers.</li> <li>• A picture of the developing concerns / observations will be evidenced through PSP planning.</li> <li>• Initial SDQs have been compared to 'Follow Up' SDQs and no significant change has been identified through universal intervention.</li> <li>• The Year Team will discuss the young person at Pastoral Triage to gain support and advice from Triage professionals.</li> </ul>	Year Team Tutor Teacher Triage Team	<ul style="list-style-type: none"> <li>• The young person is able to engage more appropriately; the tutor, teachers and Year Team will notice some improvement within 2-4 weeks. Monitoring and maintenance of the interventions used will be managed by the Year Team.</li> <li>• If no or little improvement is made, the Year Team should review the strategies as part of the PSP and move to level 5.</li> </ul> <p><b>NOTE: IMMEDIATE CONCERNS should be discussed immediately with the Safeguarding Team or SEMH SENCO; these could include:</b></p> <ul style="list-style-type: none"> <li>➤ Active School Refusal</li> <li>➤ Disclosure of Self Harm/injury</li> <li>➤ Disclosure of Chronic Low Mood</li> <li>➤ Disclosure of Chronic Anxiety</li> </ul>
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	<ul style="list-style-type: none"> <li>• Are there evidenced concerns about YPs social interactions in and/or outside of the classroom?</li> <li>• Are there evidenced concerns about changes in the YPs behaviour in and/or outside of the classroom?</li> <li>• Are there evidenced concerns about self-care &amp; self-organisational management?</li> <li>• Are there evidenced concerns about YP avoiding tasks/work/classes?</li> <li>• Are there evidenced concerns about the young person attending the medical office or Year Team office on a regular basis?</li> </ul>	<ul style="list-style-type: none"> <li>• The Year Team will review the strategies as part of the PSP.</li> <li>• SDQs to be completed.</li> <li>• Year Team will present evidence of chronic and sustained concerns at Pastoral Triage.</li> <li>• A minimum of 2 PSPs will have been completed before SEMH referrals can be made.</li> </ul>	Year Team Tutor Teacher Triage Team	<ul style="list-style-type: none"> <li>• The young person is able to engage more appropriately; the tutor, teachers and Year Team will notice some improvement within 2-4 weeks. Monitoring and maintenance of the interventions used will be managed by the Year Team.</li> <li>• If no or little improvement is made, the Year Team should review the strategies as part of the PSP and refer to the SEMH Team or Wellbeing Team for specialised support.</li> <li>• The Year Team will ensure an HPS BHISS referral form is completed.</li> </ul> <p><b>NOTE: IMMEDIATE CONCERNS should be discussed immediately with the Safeguarding Team or SEMH SENCO; these could include:</b></p> <ul style="list-style-type: none"> <li>➤ Active School Refusal</li> <li>➤ Disclosure of Self Harm/injury</li> <li>➤ Disclosure of Chronic Low Mood</li> <li>➤ Disclosure of Chronic Anxiety</li> </ul>
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## SEMH/Mental Health Pathway

Young person becomes a SEMH Student with access to the following:

- Keyworker
- Pupil Profile
- Provision Map
- PSP
- Bespoke package of interventions
- Group work/1:1
- Regular contact home
- Ongoing assessment of needs (including SDQs, Emotional Literacy, literacy, numeracy, processing/sensory needs, and speech and language)
- Referral to BHISS where appropriate
- Referral to FDFP where appropriate

To be recorded on SIMs and SEN Register, as per the SEND Policy.

SEMH students' needs will be regularly reviewed in accordance with the SEND Policy; if a young person no longer requires the support of the SEMH Team an exit plan will be made with the keyworker, young person, their parent/carers, and Year Team.

Young person is referred to Wellbeing Triage and is allocated one of the following: (Clinical Intervention Team)

### Observations

- Mental Health Assessment
- Risk Assessment & Safety Planning
- Class based observations
- DASS Assessment
- ADHD / ASC Pre-Screening Assessment
- BHISS / Specialist CAMHS Liaison

### Clinical Intervention

- Cognitive Behavioral Therapy (Group or 1:1)
- Therapy or Counselling
- Art Therapy
- 

When work with the Wellbeing Team ends, an exit plan will be made with the relevant professional, young person, their parent/carers, and Year Team.

Referrals to Specialist CAMHS or escalation to another professional will be made by this team with the support of the Wellbeing Team or PMHW.

Young person can be supported by both SEMH and Wellbeing Teams.

## Appendix B: A Guide to Pastoral Triage

### What is Pastoral Triage?

- Pastoral Triage will provide a regular opportunity for pastoral teams to work together when staff have concerns regarding a young person.
- Pastoral Triage helps to build a consistent approach to supporting young people on the Behaviour, Attendance and Mental Health & Wellbeing frameworks.
- Triaging cases in this way allows us to best prioritise and target support.
- Onward referral for specialist support will be initiated via Pastoral Triage.

### Purpose



#### STUCK CASES

To review, advise & refer young people who are effectively 'stuck' within the Behaviour, Attendance and Mental Health & Wellbeing frameworks.



#### SOLUTION FOCUSED

To seek a solution focused approach when planning support with a young person.



#### STRATEGIES

To collaboratively devise and document strategic action planning.



#### SKILLS SHARING

An opportunity to draw on the diverse skills sets of in-school professionals and share best practice.



#### SUPPORT

To hold a space to support colleagues.



#### SPECIALIST SUPPORT

To deliver a defined pathway for young people to access specialist support, such as SEN Support or the Wellbeing Team.

# PT Format

Discussions about young people will be solution focused and relevant.  
The chair will use this structured and timed discussion to facilitate action planning.



## Process & Outcomes

Pastoral Triage - step-by-step:



## Appendix C: Your Space Appointment Plan

### Who?

Who are you with when it happens? Are there some people who make it better or anyone that makes it worse?



### Frequency and Intensity

How often does it happen?

How bad does it get? (rate specific emotions 0-10)

How long does it go on for?

What is the problem? (specific description)



### Why?

How does it impact your life? Why are you seeking help now? What are the feared consequences (for anxiety/worry)?

### When?

When does it happen? When is it better or worse?

**Onset**

When did it first become a problem? What was going on then?

**Risk**

Are you currently or have you previously struggled with self-harm? What has that looked like? Frequency?  
Are you currently or have you previously had thoughts about suicide? What are those thoughts? Have you ever made a plan to end your life?

**What's been tried before?**

What has helped in the past?  
What has been tried already? (previous counselling, support from pastoral teams etc)  
What shall we do now? (what is going to be put in place)

## Appendix D: A Guide to Pastoral Support Plans

### Assess, Plan, Do, Review Cycle

#### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

#### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



#### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

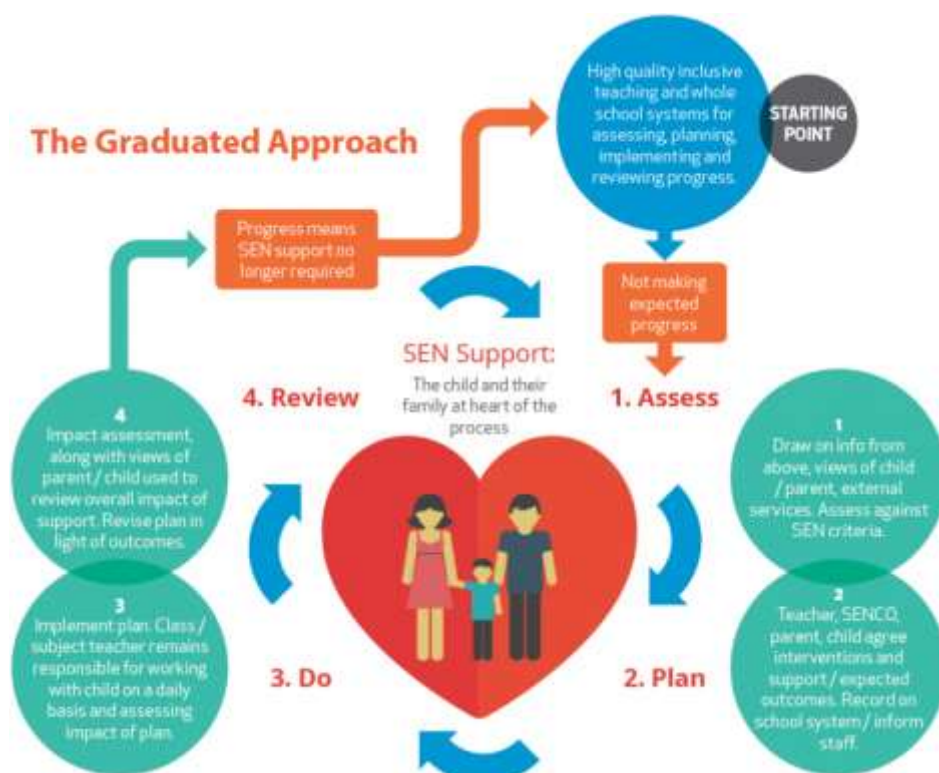
Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

#### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.





## The PSP Form and Meetings

The form has been design to use across a range of needs and can be adapted. The form is purposefully simplistic to keep administration to a minimum. There are supporting information gathering forms that can be completed by us, the parent/carer and student before the first meeting if a more in depth picture of what's going on is needed.

### Section 1: Assess

This is a blank box for the professional leading the meeting to populate with a brief chronology or current overview of the situation. Essentially this is for taking notes of what is going well and what needs to improving. If you've completed the preparation forms, you may want to start by discussing things that you noticed are going well and what you feel the challenges are from the comments on these.

### Section 2: Outcome

This is a space to set a maximum of 3 SMART targets. SMART targets are specific, measurable, agreed upon, realistic and time-based. An example might be: Fred to arrive in his tutor room at 8.30 everyday next week.

Targets could also be set for a parent, carer or professional, for example: Mum to provide copy of psychiatric report by Monday 7<sup>th</sup>, or, Literacy Support Service to assess Bob by half term in order to gain a better understanding of his literacy difficulties.



You cannot set targets if they are not agreed or promise work by other professional without their knowledge or agreement. You can tell young people, parents and carers that you will enquire or make a referral and feedback any information you have by an agreed date.

### Section 3: Do

This section is to clearly detail the actions of how each of the desired outcomes will be achieved. Here you should be very clear about who will do what and when in order to avoid confusion or disappointment. For

example: Key worker will meet write a Pupil Profile with Bob, SENCO to share with staff, or: dad to call Year Team if Heidi hasn't had a good weekend, Year Team to check bag if dad has called.

#### Section 4: Review

This section is the start of your next meeting where you review the outcomes. You can feedback on and score the success of any intervention put in place. For example: Fred to arrive in his tutor room at 8.30 everyday  
next week: 8 – Fred was late on Monday and Tuesday but did a really good job of getting in on time Wednesday, Thursday and Friday.

If there is no further work needed the plan can be closed.

If more work is needed, then the above process should be repeated on new form or copied and pasted into your existing document.

The frameworks give guidance on how many cycles of a PSP should be completed before requesting discussion at PT. As a general guide if no progress has been documented after 2-3 cycles, cases should be heard at PT.



## Appendix E: Staff Counselling Service

### **Staff Counselling Service**



A freephone confidential counselling, information and advice service is provided by *HELP Employee Assistance* for all Hove Park School staff.

**To access the service call 0800 731 8631**

or

**log on to [www.brighton.helpeap.com](http://www.brighton.helpeap.com)**

This service is available 24 hours a day/365 days of the year to **all staff members at Hove Park School**

(whilst *HELP Employee Assistance* do not provide counselling for children under the age of 18, the counsellors will be able to discuss appropriate support for your child/children and signpost you in the right direction).

**You and the counsellor will agree what support you need. It may include up to six face to face counselling sessions and information about other organisations who could provide specialist support.**

*HELP Employee Assistance* staff have been trained to support those with protected characteristics as identified under the Equality Act.

## Appendix F: Mental Health and Wellbeing Champions Guide



Why?	<p>At Hove Park, we're a community that proudly supports each other to achieve. <b>MENTAL HEALTH &amp; WELLBEING CHAMPIONS</b> help other students to find the right support if they need it and promote positive attitudes to mental health &amp; wellbeing</p> <p>We know that more and more young people feel like they need help to manage their mental health needs. In an average class of 30 15-year-old pupils, 27 of those students are likely to have experienced a mental health problem or have had a tough time, like being bullied or having someone close to them die. It's likely that we'll all need someone to understand how we're feeling at some point.</p>
WHAT WILL I DO?	<p><b>MENTAL HEALTH &amp; WELLBEING CHAMPIONS</b> are there if people need them, take part in wellbeing events, school council and the Wellbeing Award for School. You'll get training on different types of needs and where people can go for more help.</p> <p>People will know that you're a <b>MENTAL HEALTH &amp; WELLBEING CHAMPION</b> because you'll be wearing our awesome badge (this will also allow you VIP entry to the canteen!)</p>
Who?	<p>Anyone can be a <b>MENTAL HEALTH &amp; WELLBEING CHAMPION</b>, but its an important role with lots of responsibility. We're asking potential Champions to complete this application task so you can show that you have the right attitude and skills for helping others.</p>
WHEN WILL I BE A MHWBC?	<p>When you're at school your badge will show others that you're someone who can listen and help. This could be in a lesson or at break and lunch.</p> <p>We wouldn't expect you to do this out of school or on social media. If you ever feel uncomfortable about what is being asked of you, there will always be an adult to talk to about this at school.</p>
WHERE WILL I HAVE TO GO?	<p>You won't have to go anywhere special to be a <b>MENTAL HEALTH &amp; WELLBEING CHAMPION</b>. However, as a Champion you'll be involved in exciting projects to promote wellbeing and regularly be asked to feedback on how we can make things better for students.</p> <p>We will want you to check-in with key members of staff at least once a half term to make sure you're ok with the role.</p>
How?	<p>If your application is successful you'll go a course at the Amex Stadium, where you'll learn all about mental health and how to help people.</p> <p>When you've completed the training day, you'll be awarded <b>MENTAL HEALTH &amp; WELLBEING CHAMPION</b> status and given your badge.</p>