

Mental Health and Wellbeing Policy

Author – Louise Kedge March 2025

Read by Staff - Read by Governors - To be reviewed
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Rationale:

At Hautlieu school we are committed to understanding and promoting the importance of positive mental health and wellbeing for all our students, staff, and the wider school community.

We understand the connection between supporting positive mental health and our ability to reach our full potential, not only in being successful learners but also with overall development and achievements. Mental health is as important as our physical health, which we need to look after and value in equal measure (Appendix 1: Why is Mental Health So Important?).

Aims and principles:

The Mental Health and Wellbeing Policy supports the implementation of the aims and core values of Hautlieu. In addition, the objective of the policy is to help equip all students and staff with the relevant protective factors needed to achieve their potential at Hautlieu and to provide an environment where:

- Positive mental health and wellbeing is prioritised across the whole school community, with a shared and collective approach and responsibility to ensure this by recognising that:
 - Supporting positive mental health and wellbeing in school is everyone's responsibility.
 - All staff members play an equal role in providing the right environment for students to learn and achieve.
 - It is important to support all staff with their own mental health and wellbeing to fully embed a whole school approach and a healthy working environment. We want all staff to feel confident in their knowledge of mental health and wellbeing

- and to be able to identify the health needs of students whilst maintaining their own using the CARE model (Appendix 5).
- We feel valued and feel a sense of belonging to Hautlieu School, and the wider community to ensure that:
 - There is a school culture that promotes positive mental health and will allow staff the confidence to be able to identify indicators of concern in a timely manner and respond to them.
- All students feel able to talk openly about mental health problems with staff members they trust by ensuring that:
 - Safe environments are created to support positive mental health and wellbeing to promote open conversations in a similar way we would discuss our physical health.
 - The whole school understand what positive wellbeing is and how to maintain such lifestyles. In addition, it is equally important to recognise factors that could negatively impact on mental health and wellbeing.
 - Students are able to discuss their mental health concerns without any stigma or judgement and access support as required.
 - Support is signposted through a wellbeing folder which contains links to various support networks and self-help guidance. (Appendix 6 - 50 ways to support wellbeing)
- All students understand and recognise the importance of maintaining a healthy lifestyle that will continually support positive mental health and wellbeing.
- All students feel safe and secure in their environment, where positive mental health is promoted through activities such as lessons, awareness days and displays around school.
- We ensure that all members of the community can seek relevant support when needed. This is achieved when:
 - Early interventions occur and are implemented effectively.
 - There is a variety of support which can be signposted to and used by students, depending on the level of need or severity of concern. (Appendix 3 - Support in school and support outside of school)
 - A graduated response is used to assess the right level of support needed at the right time. (Appendix 4)
- There is a zero-tolerance approach to bullying.

These aims inform Hautlieu's Mental Health and Wellbeing Action Plan, 2024 - 2025 (Appendix 2).

Definition of Mental Health

'Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.' [World Health Organisation definition of Mental Health](#)

Key Roles and Responsibilities:

The responsibilities of each individual or group are outlined below:

The Student Support Lead (SSL) is the author of this policy and assumes overall responsibility. The SSL's keys roles are:

- To lead by example and develop positive change.
- To lead and guide all staff on how to support and respond to students who disclose mental health and wellbeing concerns and how to log correctly using MyConcern. (Appendix 4 - Graduated response)
- To regularly meet with and support the Staff Wellbeing Lead.
- To ensure that students can access the right support at the right time, by identifying and accessing/reviewing the correct level of need. (Appendix 7 - Continuum of Need)
- To coordinate whole school activities to promote positive mental health and wellbeing.
- To provide annual training to staff in supporting students on an annual basis.
- To regularly share up-to-date information about what support is available.
- To regularly share evidence-based information concerning mental health and wellbeing.
- To liaise with the PSHE Lead on teaching about mental health and wellbeing.
- To act as the first point of contact and communicate with mental health services.
- To support the Student Support Team (SST) in being able to access and attend training programmes in the field of mental health and wellbeing.
- To attend the Governing Body Sub Committee for Safeguarding and Health and Safety meetings to share data and review and assess the schools' intervention and support.
- Complete regular training programmes to be up to date with contemporary and contextual challenges in supporting young people with their mental health including accessing Anna Freud support network.

The Student Support Team (SST) will:

- Support the SSL with the responsibilities indicated above.
- Promote the graduated response to supporting students, including risk assessment and management. (Appendix 4 – Graduated Response)
- Support students with challenges in their mental health and wellbeing by offering them the space to talk and consider strategies of support.
- Identify the best support needed for the correct level of need. (Appendix 7 – Continuum of Need)
- Communicate relevant information to staff about students with mental health and wellbeing challenges when appropriate.
- Facilitate communication with parents, carers and families of students needing support when relevant and appropriate.
- Complete regular training programmes to be up to date with contemporary and contextual challenges in supporting young people with their mental health.

The School Counsellor (SBC) will:

- Offer students counselling sessions in school to support mental health and wellbeing in line with the Safeguarding Policy.
- Continually assess the level of need of the students being supported.
- Refer to other external support agencies if appropriate.
- Refer to CAMHS when relevant and the need of support is at a higher level. (Appendix 7 – Continuum of Need)
- Complete regular training programmes to be up to date with contemporary and contextual challenges in supporting young people with their mental health.

The Senior Leadership Group (SLG) will:

- Prioritise and promote a positive culture of wellbeing across the school.
- Promote open conversations with all staff and students about mental health and wellbeing.
- Allow students time to share any concerns they might have about their mental health and wellbeing.
- Ensure that there are opportunities for students to engage with wellbeing throughout the curriculum, including mentor time and assemblies.
- Promote the wellbeing support within school during presentations on open evenings to encourage a shared approach to support student wellbeing
- Review and analyse relevant data in relation to attendance, attainment and achievement to be able to identify indicators of possible wellbeing concerns.
- Regularly meet with the SSL to consistently review and assess need and support in school.
- Ensure that Student Support Staff can access appropriate supervision to support with wellbeing in reviewing their caseloads.
- To provide support to staff with their health and wellbeing in line with government policies.

The SENCO will:

- Meet with the SSL regularly to review any wellbeing concerns identified by staff or the SEN team as part of the graduated response (Appendix 4).
- Support students with any wellbeing concern that might be identified from an individual SEN need.
- Support the teaching assistants in being able to identify and respond to any wellbeing concern with the students they are supporting or who have a Record of Need (RON).
- Communicate concerns with parents and other staff members when appropriate, as part of the student's plan or as part of a Student Passport.

Mental Health First Aiders will:

- Respond to and signpost any mental health concerns brought to them by staff or students themselves and log on MyConcern.
- Report any safeguarding concerns to the DSL in line with the Hautlieu School Safeguarding Policy.

Academic Heads of Year will:

- Lead on wellbeing activities within the Mentor and Assembly Programmes for their year group.
- Use Parent Information Evenings and other channels of communication as appropriate to engage parents in a shared effort to support student wellbeing.
- Liaise with parents to support student wellbeing as appropriate.
- Work with SSL in supporting Wellbeing incentives and reviewing student support as appropriate.

Mentors will:

- Use mentor time to provide students with an opportunity to have a wellbeing check in either with themselves or other relevant members of staff.
- Get to know the students in their mentor groups, which can support identifying any changes in behaviour which might indicate the need for support.
- Display the Student Support Poster in their classrooms and share any information of additional support known to be occurring in school.
- Support mentees with their wellbeing and consider speaking to parents if there is a concern identified.
- Understand the graduated response to supporting mental health and wellbeing concerns. (Appendix 4)
- Consult the SST if there is a significant wellbeing concern identified.
- Report any safeguarding concerns to the DSL in line with the Hautlieu School Safeguarding Policy.

All Staff will:

- Understand the factors that might affect students' mental health and wellbeing. (Appendix 8: Risk and Protective Factors)
- Support all students in being able to discuss any wellbeing concerns in school.
- Listen to students reporting concerns and using the graduated response to respond effectively.
- Consider and use the CARE model (Appendix 5) when responding to and supporting students that report wellbeing concerns.
- Report any safeguarding concerns to the DSL in line with the Hautlieu School Safeguarding Policy.

Student Wellbeing Leader will:

- Support and advise the SSL in promoting positive mental health and wellbeing in school and organising events around school.
- Attend the weekly Student Wellbeing Committee meetings and help organise key mental health days and feed back to the Student Leadership Team.
- Remain observant and proactive regarding the school environment relating to wellbeing e.g. ensuring signposting and awareness posters are up to date.
- Generate ideas that can improve wellbeing in school.

- Work with the SSL to create and share resources including PowerPoints to educate students on different aspects of mental health/wellbeing.

Parents will:

- Work in partnership with the school and share any concerns they have for their child's wellbeing or mental health with either their student mentor, Academic Head of Year or the Student Support Lead.
- Encourage their child to seek support in school when required and to engage with any further additional support which includes external referrals, for example CAMHS.
- Consider any advice given by school in terms of supporting wellbeing and mental health.
- Provide feedback to the school on how the wellbeing of their child is best supported and if their child is seeking any additional support outside of school.

Students will be encouraged to:

- Educate themselves in understanding the positive factors which can support their own mental health and wellbeing. Students should take time to nurture their own wellbeing and resilience. (Appendix 9 - 8 Ways to Wellbeing)
- Seek support in school if they are concerned about their own mental health and wellbeing or that of their friends or peers.
- Understand who they can speak to in school when seeking support. This can be their mentor's, academic head of year, teachers, student support staff and learning support staff. Details of support are on the noticeboard in the English department.
- Engage with support offered in school or externally.
- Take part in opportunities that help them to keep mentally well.
- Participate in student voice activities that inform the school on readily available wellbeing support.

The Staff Wellbeing Lead will:

- Be responsible for creating and implementing a Hautlieu Staff Wellbeing Strategy and Action Plan in line with the responsibilities of their role.

Appendices

Appendix 1 – Why is Mental Health so important?

We recognise that life can be difficult and challenging for our students and young people in general. The most recent research indicates that 1 in 6 children aged five to sixteen have experienced a mental health problem in 2020. This is an increase from 1 in 9 children in 2017. ([Facts and figures about young people and mental health - Mind](#))

Research also indicates that a significant number of mental health problems occur from the ages of 14 and over, with 20% of young people aged 17 to 22 being identified as having a probable mental disorder. [Mental Health of Children and Young People in England 2022](#)
Over the past three years, mental health challenges in children have increased by 50%.
[Supporting mental health - BBC Children in Need](#)

Data from the 2021 Jersey Children and Young Person Survey indicates that the top three worries for young people surveyed are exams stress/school work, study and the way they look. We also know from the results that 25% of the young people survey have low or medium low self-esteem and that 1 in 3 young people in school years 10 and 12 have thought about self-harm.

There are also many other areas that young people have to negotiate and manage on a daily basis or are at risk of being exposed to which can negatively impact their mental health such as, social media, bullying, Child Sexual Exploitation (CSE), drugs and alcohol, financial concerns, housing problems and many more. It is important to acknowledge factors in all areas of a young person's life which will include homelife, school life and the wider community/social life. This should also be considered alongside the knowledge and understanding of the teenage brain, its development and the changes that occur during this period of a young person's life and journey.

Schools can play a pivotal role in being able to identify the early stages of poor mental health and wellbeing and putting actions in place to prevent and support. Schools can provide safe and nurturing environments that young people feel supported in and are able to have open and frank conversations about their mental health. Schools can also provide the right skills and competencies to help increase self-esteem, confidence, and resilience. Supporting students to understand and cope with stress and anxiety in a balanced and healthy way.

Hautlieu school prides itself of being an inclusive school and every student who attends has the right to a high standard of education, regardless of any barriers that might be identified which include mental health and wellbeing. We know that consistent mental health problems can impact on students' ability to learn. The Special Education Needs and disabilities (SEND) code of Practice identifies Social, Emotional and Mental health as one of the four areas of Special Education Need. <https://www.gov.uk/guidance/equality-act-2010-guidance>

Appendix 2 - Hautlieu School Action Plan 2024-25



Hautlieu School's Mental Health and Wellbeing Plan 2024-25

Short Term	Long Term
To complete and launch the Mental Health and Wellbeing Policy.	To improve the focus on Staff wellbeing by working alongside the Staff Wellbeing Lead to re- establish the Staff Wellbeing Committee
To ensure that all members of the Hautlieu community feel supported by continuing to support new Year 10 students and welcome new Year 12 through presentations and drop-in sessions.	To ensure that all students are aware of where to seek guidance and support by creating Wellbeing packs for all students -that contain Business type cards with support information (Nov – as part of Kindness Day)
To ensure clear communication by continuing to update Hautlieu's Website with key information about events and resources.	To continue to promote kindness and wellbeing in the community by introducing Hautlieu School Kindness award – presented termly for acts of kindness, respect, and care. Whole school assembly
	To audit staff and student wellbeing by conducting a survey which will inform the Mental Health and wellbeing Strategy 2025-28.
	To introduce a Mentoring system using Year 12 students to provide exam mentoring support for Year 11 students.
	To improve parental support by introducing parental workshops in conjunction with CAMHS (HUB).
	Continue with: <ul style="list-style-type: none">- School Nurse Support Drop in Sessions- Student Support Podcasts- Student Wellbeing Committee

Appendix 3 - In School Support



HAUTLIEU STUDENT SUPPORT

Who can help me?

There is always someone you can talk to in school. If you are struggling with anxiety for whatever reason or worried about your own Mental Health and Wellbeing, then please speak to someone.

In addition to the support from your Mentor and Academic Head of Year, you can speak to a member of the Student Support Team.



Mrs Louise Kedge
Student Support Lead and Positive Mental Health and Wellbeing Manager.

Mrs Kedge's role is to lead the Student Support Team and to contribute and coordinate the delivery of Student Services and Plans, to ensure all students achieve and engage successfully in their education.



Mrs Nikki Kelly
Designated Safeguarding Lead (DSL)

Mrs Kelly's role is to oversee all elements of Safeguarding within the school, supporting students with their physical and emotional wellbeing. This might relate to a Child Protection concern or working closely with outside agencies such as the Children and Families Hub.



Judy Cornwell
School Counsellor

School counselling is the opportunity to talk about things that are of a concern to a student, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing or traumatic events.

To make an appointment please text Judy: 07797799662 Email: jcornwall@hautlieu.sch.je



Miss Jody Stoddart
Education Welfare Officer (EWO)

Miss Stoddart works with Year 10 & Year 11 students and their families to provide support around attendance, punctuality and welfare. Attendance is incredibly important at Hautlieu and Miss Stoddart works to break down the barriers that students might be facing when attending school or accessing your learning.



Mrs Eli Mason
Education Welfare Officer (EWO)

Mrs Mason provides support to students who have concerns with their attendance and welfare. In addition to welfare Support, Mrs Mason will also support students with medical needs and look to implement health plans.

StudentSupport@hautlieu.sch.je

External Support

<https://www.hautlieu.co.uk/safeguarding/external-agencies-links/>

Appendix 4 – Graduated Response

Advice to all teachers, mentors, and staff members:

- If a student shares a wellbeing or mental health concern, please listen to them, and consider the CARE model to respond.
- Use the Mental Health First Aid training if you have completed this.
- If there is anything you hear or observe that makes you concerned about the student's safety or safeguarding, then you must refer to the DSL and record on MyConcern.
- Remind the student of the support in school.
- If they would like to see the school counsellor, then encourage the student to make contact or email the school counsellor to make an appointment.
- Advise the student of external support such as Kooth (online counselling) Mind Jersey, The Yes Project.

Once the concern has reached the mentor's they might:

- Check in with student and consult with parents
- Contact the school counsellor to make an appointment
- Refer any ongoing concerns to the AHOY
- Refer to the Student Support Lead

When the concern reaches AHOY:


- Speak with the student and the parents if required.
- Share concerns and any support plans with relevant teachers.
- Share with the student support team if further support or consideration for a CAMHS referral is required.

When the concern reaches the Student Support Team:

- Review any safeguarding concerns and action as appropriate by sharing with the DSL and adding concern to MyConcern
- If there is no safeguarding concern, the team can consider any actions or support, which might include a referral to an outside agency.
- The concern will be triage and appropriate level of support identified. This might include the following:
 - Referral to School Counsellor
 - Referral to CAMHS or another outside agency
 - Informing the mentor to conduct check-ins.
 - Informing AHOY
 - Support plans

Appendix 5 - CARE principles to promote the mental health of children and young people

Use the CARE principles to promote the mental health of children and young people in your school or college.



The illustration shows the word 'CARE' in large, stylized letters. Each letter is accompanied by a small scene: 'C' shows a girl looking at a 'TEAM RESULTS' sheet; 'A' shows a boy talking to a girl at a desk; 'R' shows a boy helping a girl climb a ladder; 'E' shows a boy sitting on the ground while a man talks to him. Below each scene is the corresponding principle: CURIOUS, APPROACHABLE, REFER, and EMPATHY.

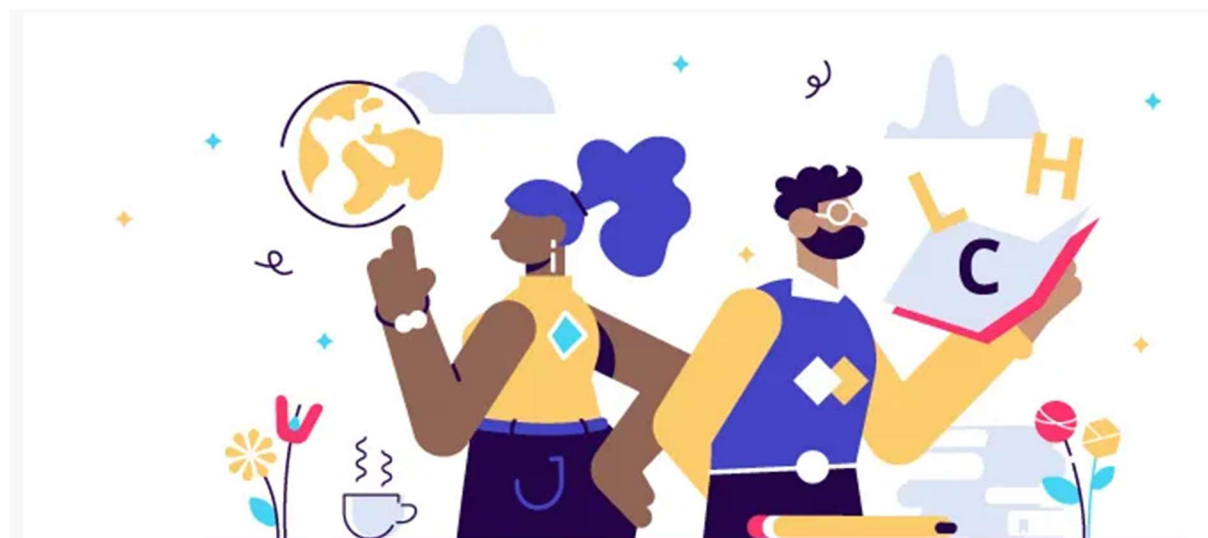
Watch the CARE animation and download the resources:
www.annafreud.org/careanimation

 **Anna Freud**
National Centre for
Children and Families

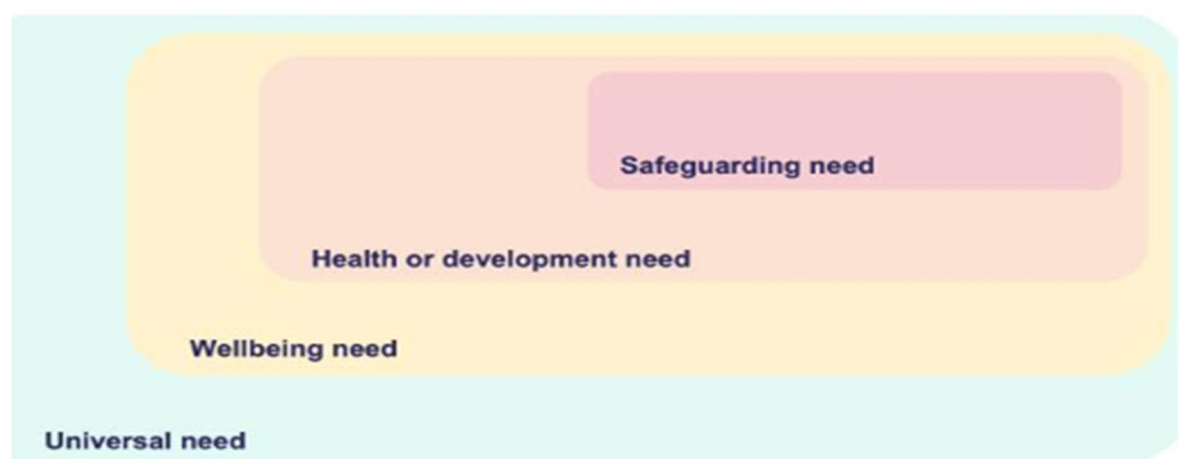
[CARE to promote mental health in schools and colleges](#)

Appendix 6 - 50 Ways to Support

[50 Resources to Support the Mental Health of Teachers and School Staff](#)

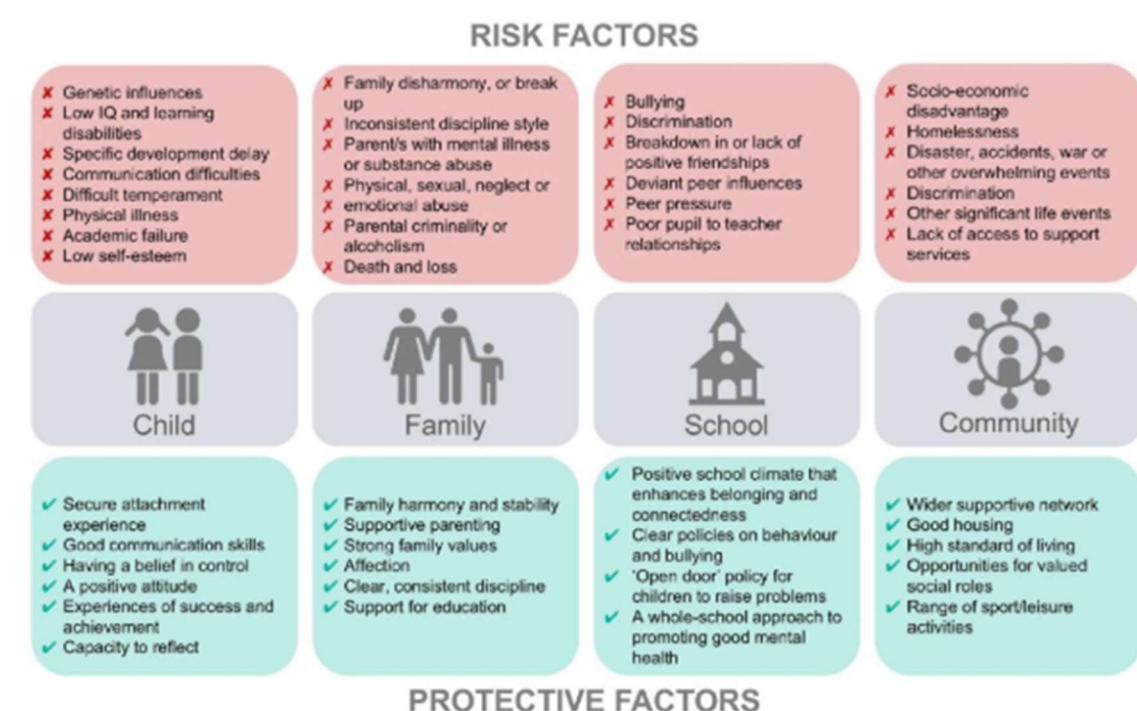


Appendix 7 - Continuum of Needs



[Safeguarding Partnership Board, The Continuum of Children's needs](#)

Appendix 8 - Risk and Protective Factors



	Risk Factors	Protective Factors
Child/lifestyle	<ul style="list-style-type: none"> Additional Needs Autism Child Criminal Exploitation CCE 	<ul style="list-style-type: none"> Secure attachment experience Good communication skills and sociability

	<ul style="list-style-type: none"> • Child Sexual Exploitation CSE • Disability or Illness • Race and Racism • Low Self-Esteem • Academic Under-achievement • Drug and Alcohol • Body Image • Internet and social media • Puberty • Sleep • Gender identity • LGBTQ • Looked after child • Refugee or asylum seeker children 	<ul style="list-style-type: none"> • Confidence • Good at problem solving. • Positive attitude • Experiences of success and achievement • Emotional intelligence • Capacity to reflect. • Positive role models
In the family/Home Based	<ul style="list-style-type: none"> • Domestic Abuse • Child Abuse and Neglect • Stresses within the home environment • Changes in family set up, divorce/separation. • Poor parental mental health • Poor parental physical health/disability • Parental alcohol or substance abuse • Poverty and unemployment • Young carers • Bereavement • Standard of accommodation 	<ul style="list-style-type: none"> • Affection • Respect • One positive parental/supportive relationship • Clear and consistent support • Support for education. • Supportive long-term relationships • Extended family
In the school	<ul style="list-style-type: none"> • Bullying and cyberbullying • Poor attendance • Transitions • Academic and exam stress • Discrimination • Friendship fallouts/breakdowns • Negative peer influences • Peer pressure • Poor teacher pupil relationship 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Attendance monitoring and support plans. • Extra Transition support. • Opportunities for students to raise problems and concerns. • Being Approachable • Listening to young people and believing them. • Being alert and watchful • Patience • Providing a safe environment • Whole School approach in promoting good mental health and wellbeing. • Sense of belonging • Sense of purpose

		<ul style="list-style-type: none"> • Positive peer influences • Chance to join extra curriculum clubs. • Student voice • Supportive teachers and support staff • Additional exam support • Good communication with parents and families
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantages • Homelessness • Disaster event • Discrimination • Significant life events • Victim/witness of crime 	<ul style="list-style-type: none"> • Wider Community Support • Positive behaviours to behaviour, attitudes, and anti-bullying • Opportunities for valued social roles. • Access to a range of sports and leisure activities.

Appendix 9 – 8 Ways to Wellbeing

Tips for Wellbeing

The Wellbeing Wheel has eight areas that research shows can promote wellbeing. It's everyone's responsibility to make sure these happen!



Childrens and Young Peoples Emotional Wellbeing and Mental Health Strategy - Wellbeing Indicators

UNCRC 29: Aims of Education: Children's education should help them fully develop their personalities, talents, and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

UNCRC 24: Health, Wealth, Food, Environment; Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

