



# Mental Health and Wellbeing Strategy

The James Young High School

**OUR PURPOSE**

Successful Learners  
Confident Individuals  
Effective Contributors  
Responsible Citizens

**OUR VALUES**

Compassion  
Aspiration  
Respect  
Equality  
Success

**OUR PROMISE**  
JYHS CARES about

Our learning  
Our community  
Our future

# **Mental Health and Wellbeing Strategy**

## **Rationale**

The Scottish Government's Mental Health strategy (2017-2027) states the importance of early intervention in mental health from pre-birth through to young adulthood.

At the James Young High School we put relationships, connectedness, trauma awareness and wellbeing first for pupils and staff, because only when our wellbeing is a priority can we be the best teachers, mentors and role models and in turn support our young people with whatever they need.

By developing and implementing practical, relevant and effective mental health policies and procedures we will promote a safe and stable environment for the many students affected both directly, and indirectly by mental ill health.

## **Our Aims**

- To promote positive mental health and wellbeing in all our young people.
- To promote positive mental health and wellbeing in all staff.
- To increase young people's knowledge of mental health and wellbeing, strategies and supports.
- To increase young people's knowledge of mental health and wellbeing in order to support them to develop their own strategies to support their mental health and wellbeing.
- To increase understanding and awareness of common mental health concerns across our school community.
- To provide support to staff working with young people with mental health concerns.
- To provide support to young people suffering mental ill health and their peers and parents/carers.
- To work effectively with partners to ensure supports are relevant and appropriate.

## **Definition of Mental Health and Well-Being**

The World Health Organisation's (<https://www.who.int/>) definition of mental health and wellbeing states that:

*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 and wellbeing is not just the absence of mental health concerns. We want all young people to

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- develop strategies to manage times of stress and be able to deal with change
- learn and achieve
- know where to access appropriate supports through signposting

## **Teaching About Mental Health and Wellbeing**

Empowering young people to learn about and manage their own wellbeing is a key priority. The skills, knowledge and understanding needed by our young people to keep themselves and others mentally healthy and safe are included as part of our Health and Wellbeing Curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching and the context that surrounds our learners' specific times in their lives. 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 and to become able to develop their own strategies when appropriate.

Our young people will be encouraged to actively develop their own strategies, understanding when they can support their own mental wellbeing and when they may need additional help and support either through family and friends, school staff or when more targeted support through health and other professionals is needed.

At specified times we will focus on the themes provided through national awareness raising events. Specifically:

February - Children's Mental Health Week and Time To Talk Day

May - Mental Health Awareness Week

## October – World Mental Health Day

As well as this, the wellbeing indicators will be used for young people to self-report termly in school. A young person will also have at least one trusted adult that they can approach at any time.

### **Signposting and Support**

We will regularly share relevant sources of support with young people, parents, carers and staff. We will highlight resources through many forms of media, including school SharePoint, bulletins, social media, TEAMS, school website and Groupcalls. Young people will also receive information and learning through the school curriculum.

Highlighting sources of support will increase the chance of empowering students to understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next
- How they can support others

### **Roles and Responsibilities**

All staff have a responsibility to promote positive mental health, and to understand about protective factors and risk factors for mental health. Some children will require additional support and all staff should have the skills to recognise early warning signs of mental health concerns, ensuring that pupils are able to access early interventions and the support they need.

All staff access ongoing professional learning to understand the possible risk factors that might make some children more likely to experience concerns such as Trauma Informed Practice, One Trusted Adult and Nurturing Schools approaches. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth, belonging and emotional literacy.

Mental health awareness is annually delivered as part of statutory Child Protection training for staff. Staff are aware of procedures to raise concerns in line with GIRFEC (Getting it Right for Every Child).

## **Supporting and Training Staff**

We want all staff to be confident in their knowledge and to be able to promote positive mental health and wellbeing, identify mental health concerns early in pupils and know what to do and where to get help (see Appendix 5).

A number of staff across the school have undergone training in mental health through the Scottish Mental Health First Aid: Young People programme. We will continue to signpost opportunities and provide training sessions for staff to promote learning and understanding of mental health and wellbeing.

Staff have access to support for their own wellbeing through a number of online resources. These include support pages within the school staff learning space on GLOW; West Lothian Education Mental Health and Wellbeing Support Sharepoint; West Lothian Council Employee Assistance Programme and West Lothian Educational Psychology Services Sharepoint.

## **Initial Actions for school staff when a young person shares they have a mental health concern (West Lothian Council Mental Health Guidance)**

- Be calm, supportive and non-judgemental. Do not trivialise or dismiss
- Speak to the young person in a quiet setting
- Do not guarantee confidentiality
- LISTEN rather than give advice
- Check that you understand what the young person is telling you
- Reassure the young person there is help available
- Support young person to consider identifying further trusted adult/s
- Pass concerns onto DMS / Pupil Support immediately

**If there is immediate risk, follow Child Protection procedures**

## **Warning Signs, of increased stress, to look out for:**

- Increase in absences / lateness
- Change in academic achievement (+/-)
- Difficulties with peer relationships
- Lack of personal care
- Significant change in mood and / or behaviours
- Signs of tiredness or not eating well
- Expressing feelings of failure, uselessness or loss of hope
- Increased isolation from friends/ family, becoming socially withdrawn
- Changes in clothing, e.g. long sleeves in summer
- Talking/ joking about self-harm or suicide

- Signs of physical harm that are repeated or appear non-accidental
- Abusing drugs/ alcohol
- Repeated physical pain or nausea with no evident cause
- Secretive behaviour
- Spending more time out of class / in toilet
- Changes in activity level e.g. giving up hobbies
- Sore stomach

These are the most common symptoms, but these vary from person to person so this is not an exhaustive list.

### **Parents, Carers and Families**

We recognise the essential role parents and carers have in promoting and supporting the health and wellbeing of their children, and in particular supporting their children with managing their mental health and wellbeing through a range of strategies.

We will help and support parents and carers to access services where appropriate. We will provide information for parents and carers to access support for their own and their young child's mental health needs through the school's website, e-bulletin and via email and Groupcall messages at appropriate times through the school year.

This will include:

- Highlighting sources of information and support about common mental health concerns
- Ensuring that all parents are aware of who to talk to, and how to access support, if they have concerns about their own child or a friend of their child
- Sharing ideas about how parents can support positive mental health in their children through our Wellbeing Family Champ and Family Champ Group
- Making this mental health strategy accessible

### **Involving Pupils**

We seek pupils' views and feedback about whole school mental health activities through focus group, surveys and discussions.

Our senior Equalities and Wellbeing Ambassadors, who are appointed each session, will work together to help promote positive mental wellbeing across the school.

## **Loss, Death and Grief**

It is inevitable that at some point our school community and the people within it will be affected by a death in some way or another.

We aim is to support all those affected by loss and death in a supportive and caring environment in which everyone can respond appropriately to individual circumstances. We will offer understanding of the impact of loss and grief on our young people's and staff's physical and emotional health

There is a West Lothian community response to loss and bereavement available: [Loss and Bereavement guide.pdf \(westlothian.gov.uk\)](#) and the West Lothian Educational Psychology (EPS) also have a section within their SharePoint section [Loss & Bereavement](#).

## Partner Support

### Counselling

The school has access to fulltime onsite counselling provision through SMILE Counselling, who are based locally. The counsellors use a bespoke room within the school.

The service provides both 6-8 week targeted counselling interventions through referrals via the Pupil Support Department and also 50 minute drop-in sessions booked directly with the counsellor(s).



<https://smilecounselling.org.uk/>

### Wellbeing Recovery Group

The Wellbeing Recovery Group is a multi-agency group of professionals that meet regularly to match the most appropriate services to children and young people who are referred to the Inclusion and Wellbeing Service for additional support. The group meets to discuss referrals to the service and matches the most appropriate support to those who have been referred. The group accepts referrals from all sources, including young people, parents, carers, schools, social policy and health professionals.

Referrals can be made online at <https://publicprotectionwestlothian.org.uk/inclusion-and-support-service>

### Child and Adolescent Mental Health Service (CAMHS)

We will work together with our colleagues in CAMHS to support identified young people in their caseloads who attend the James Young High School.

Referrals to CAMHS can only be made through the young person's GP.



## **Strategy Review**

This strategy will be reviewed and updated as and when appropriate.

This strategy upholds the United Nations Convention on the Rights of the Child (UNCRC).

The UNCRC is a universal treaty which covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. The James Young High School is committed to embedding a rights-based approach, and this strategy is particularly relevant to Articles 2, 3, 5, 6, 24.

## **Appendices**

1. Mental Health and Wellbeing Statistics
2. Common Mental Health Concerns in Children and Young People
3. Generic support links and phone numbers
4. Additional support for young people (Websites and Apps)
5. Additional support for staff
6. Additional support for parents and carers
7. Mental Health Continuum
8. CAMHS Tiered Model
9. Talking to someone about mental health

## **Appendix 1 - Mental Health and Wellbeing Statistics**

Information pertaining to mental health and wellbeing statistics is available on the following websites:

### **Young Minds**

<https://www.youngminds.org.uk/about-us/media-centre/mental-health-statistics/>

### **Samaritans**

[https://www.samaritans.org/scotland/about-samaritans/research-policy/suicide-facts-and-figures/?gad=1&gclid=EAlaIqObChMI0uuFmdS9\\_wIVydLtCh3qbgBnEAAAYASAAEgJfD\\_D\\_BwE](https://www.samaritans.org/scotland/about-samaritans/research-policy/suicide-facts-and-figures/?gad=1&gclid=EAlaIqObChMI0uuFmdS9_wIVydLtCh3qbgBnEAAAYASAAEgJfD_D_BwE)

### **Scottish Government Health and Wellbeing Survey**

<https://www.gov.scot/publications/health-and-wellbeing-census-scotland-2021-22/pages/mental-health-and-wellbeing/>

### **Public Health Scotland in relation to CAMHS**

<https://www.publichealthscotland.scot/publications/child-and-adolescent-mental-health-services-camhs-waiting-times/child-and-adolescent-mental-health-services-camhs-waiting-times-quarter-ending-30-june-2021#:~:text=10%2C193%20children%20and%20young%20people,the%20quarter%20ending%20June%202020>

## Appendix 2 – Common Mental Health Concerns

Below, there is some information and guidance about the issues most commonly seen mental health concerns in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but will be they are useful for school staff too.

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

### Online support

SelfHarm.co.uk: [www.selfharm.co.uk](http://www.selfharm.co.uk)

National Self-Harm Network: [www.nshn.co.uk](http://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.

### Online support

Depression Alliance: [www.depressionalliance.org/information/what-depression](http://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.

## **Online support**

Anxiety UK: [www.anxietyuk.org.uk](http://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.

## **Online support**

OCD UK: [www.ocduk.org/ocd](http://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.

**If you are worried about the safety of your child please take them immediately to A&E**

## **Online support**

Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://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/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/)

## **Eating problems**

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.

**Online support**

Beat – the eating disorders charity: [www.b-eat.co.uk/about-eating-disorders](http://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](http://www.inourhands.com/eating-difficulties-in-younger-children)

## Appendix 3 - Generic support links and phone numbers

### Telephone Helplines

Breathing Space - 0800 83 85 87 (Mon-Fri 6pm to 2am and 24 hours at the weekend)

Samaritans - [www.samaritans.org.uk](http://www.samaritans.org.uk) - 0845 790 9090/116 123

### Websites

Kick Mental Health, peer support - <https://www.facebook.com/KickMentalHealth/>

Mind, advice and support for anyone experiencing a mental health problem - [www.mind.org.uk](http://www.mind.org.uk)

NHS Scotland – identifying and supporting particular - [www.moodjuice.scot.nhs.uk](http://www.moodjuice.scot.nhs.uk)

Saheliya - specialist mental health and well-being support organisation for black, minority ethnic, asylum seeker, refugee and migrant women and girls - [www.saheliya.co.uk](http://www.saheliya.co.uk)

Scottish Government - [www.clearyourhead.scot](http://www.clearyourhead.scot)

Scottish Association for Mental Health - [www.samh.org.uk](http://www.samh.org.uk)

## Appendix 4 - Support for young people (Websites and Apps)

### In addition to those lists in Appendix 3:

Reach, advice and support for Scottish Young People - [www.reach.scot](http://www.reach.scot)

Young Minds, mental health charity for young people – [www.youngminds.org.uk](http://www.youngminds.org.uk)

Childline – all aspects of wellbeing - [www.childline.org.uk](http://www.childline.org.uk)

SAMH, Scottish Mental Health Association - [www.samh.org.uk](http://www.samh.org.uk)

Saheliya - support for BME young girls and women.

<https://www.saheliya.co.uk/saheliya/young-saheliya/#.YpDM7SjTWUk>

See Me Scotland, programme to end mental health stigma and discrimination

[www.seemescotland.org](http://www.seemescotland.org)

West Lothian online wellbeing support - [www.westspace.org.uk](http://www.westspace.org.uk)



Thrive

Calm Harm

Mood Tools

For Me



## Appendix 5 - Support for staff

In addition to those lists in Appendix 3:

### Phones lines

Education Support Helpline - 08000 562561

EIS - <https://www.eis.org.uk/Looking-After-Your-Health-And-Wellbeing/WellbeingOfOthers>

GTCS Wellbeing Hub - <https://www.gtcs.org.uk/health-and-wellbeing/>

TES - <https://www.tes.com/teaching-resources/blog/mental-health-awareness>

The Hive of Wellbeing (Claire Lavelle) - <https://www.thehiveofwellbeing.co.uk/>

Support for teachers to support young people - [www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

West Lothian Council - <https://www.westlothian.gov.uk/article/58177/Supporting-Mental-Wellbeing>

## Appendix 6 - Support for parents and carers

**In addition to those lists in Appendix 3:**

### **Phone lines**

CAMHS – 01506 434274

Parent Line Scotland - 08000 28 22 33

### **Websites**

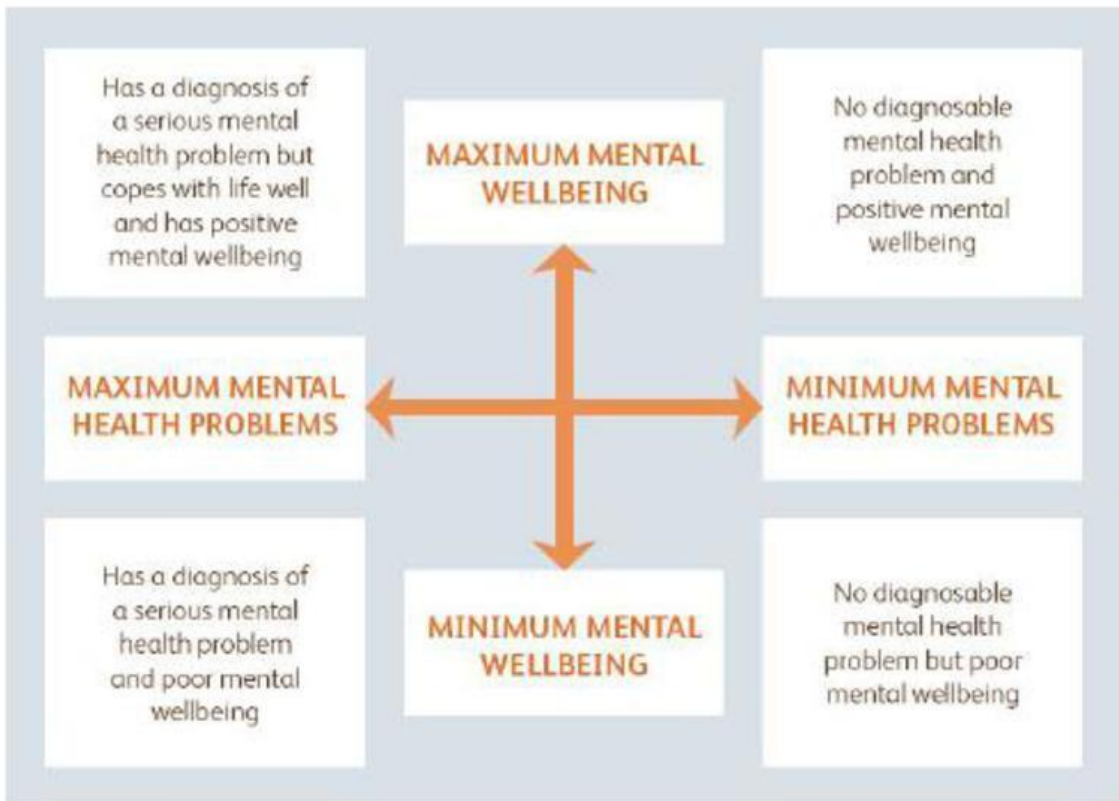
Education Scotland Mental Health Support for parents and carers - [https://wakelet.com/wake/iDH\\_UADmNbCbykOePRXNh](https://wakelet.com/wake/iDH_UADmNbCbykOePRXNh)

Parentzone Scotland - <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/>

Support for Bereavement - <https://education.gov.scot/parentzone/learning-at-home/covid19/bereavement-during-the-pandemic-helping-your-grieving-child/>

Young Minds Parent Helpline - <https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/>

## Appendix 7 - Mental Health Continuum



Adapted from: Tudor K 1996

## Appendix 8 - CAMHS Tiered Model of Service

### CAMHS Tiered Model of Service

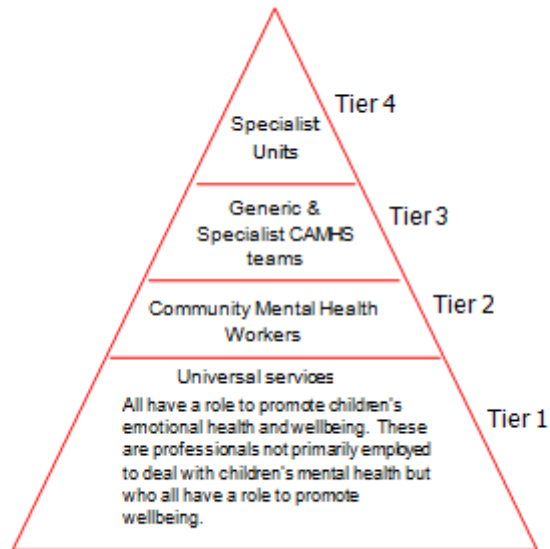


Figure 1. 4- Tiered model of provision for Child and Adolescent Mental Health

**Tier 1:** Also referred to as "universal level" or (Level 1 of GIRFEC) the child's needs are addressed through normal classroom/nursery management/by Public Health Nurse, School Nurse, Health Visitor, social worker. CAMHS has no direct involvement at Tier 1 but remains committed to building capacity and confidence within universal services via training.

**Tier 2:** Also referred to single agency (Level 2 of GIRFEC). Concerns continue. My World Assessment undertaken in community and need/risk analysed. Other staff may be involved: child may be receiving some specific support. CAMHS provide face-to-face and/or telephone consultation.

**Tier 3:** Also referred to as single agency (Level 2 of GIRFEC). Concerns continue but targeted support is requested. Specialist CAMHS involved at this tier, where required (referral may have been recommended by CAMHS consultation).

**Tier 4:** Also referred to as multi agency plan or Stage 4 intervention (Level 3 of GIRFEC). Significant support from one or more agencies is required and the child may require a Co-ordinated Support Plan (CSP). A small minority of children may enter at this tier if their mental health deteriorates and are likely to receive inpatient care & may also require a multi-agency response. Generic and/or Specialist CAMHS teams are always involved at this stage. Day programme, intensive treatment team or in-patient care may be required.

## **Appendix 9 - Talking to someone about mental health**

[Mental-Health-UK-Coversation-Guide-Talking-to-someone-about-mental-health](#)