

Okehampton College Mental Health Strategy



*Supported by Devon's Early Help 4 Mental Health Programme and the
Schools Development Support Agency 2018*



Rationale

National view

“Evidence tells us that good mental health is essential for children to learn and achieve” *Heads Together ‘Whole School Approach’*

As a nation we are increasingly aware of the number of children, young people and adults who experience periods of mental ill health, and the fact that this can limit their opportunities to reach their potential and contribute to society.

National NHS and Government policies are now being formed to begin to address this situation through improvements to education.

The National Institute for Health Care Excellence is clear in its advice to schools, that developing a ‘Whole School Approach’ to promoting mental health has shown clear benefits in contributing to the wellbeing of students. This approach goes beyond teaching and learning and pervades all aspects of the life of the school (Promoting children and young people’s emotional health and wellbeing).

Local view

When we asked our parents what they most wanted for their children at school we learned their overriding priority was for their children to be happy, safe and well educated through a love of learning with hope for their future.

When we asked our students they let us know that they would like to learn more about how to manage stress, difficult feelings, and how to know about their mental health in the same way as they are learning about their physical health.

When we asked our teachers, they let us know that they would value learning more about how they can directly influence and impact on a mentally healthier environment within which young people can work, learn and thrive.

When we asked our stakeholders, which include Governors, they fully support this evolving strategy and its policy. They let us know that they are behind a whole school approach and this is a high priority and fundamental to any learning environment.

Definition of Mental Health and wellbeing;

We use the World Health Organisation’s definition of mental health and wellbeing

“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”.

The Aims and Intentions of our Mental Health Strategy

We aim to;

- Remain informed, inspired and influenced by national policy guidance within the DfE and Public Health England.
- Ensure a whole school approach to development and delivery.
- Ensure a whole community contribution to development and delivery, including students and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
- Connect with our partner schools in our Federations/MATS/local community to share good practice.
- To hold the Mental Health Strategy as a standard agenda item on Senior Leadership Team and Governor Meetings.

We will;

- Ensure that this Mental Health Strategy and its' Policies complement all other current school strategies and policies.
- Review the Mental Health Strategy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.
- Produce a summary of implemented delivery, outcome and next step developments annually.
- Ensure our Mental Health Policy connected to this strategy is available on our website.

Here at Okehampton College we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our students and their learning about being healthy, from a physical and mental health perspective.

“Promoting children and young people’s emotional health and wellbeing: A whole school approach” suggest using an Eight Principles Approach.

We have chosen to use this Eight Principle approach to develop our school Mental Health Policy and evidence it in action.

However, in line with the EH4MH added value, our Eight Principles include our links with our community and national contributions to our children’s developing mental health and wellbeing.

We have chosen an additional section that aims to highlight our chosen forms of **communication** and information sharing.

This policy is developed in response to our pledge in the Mental Health Strategy. It is guided by Public Health England's key documents outlined at the end of this document.

Principle 1:

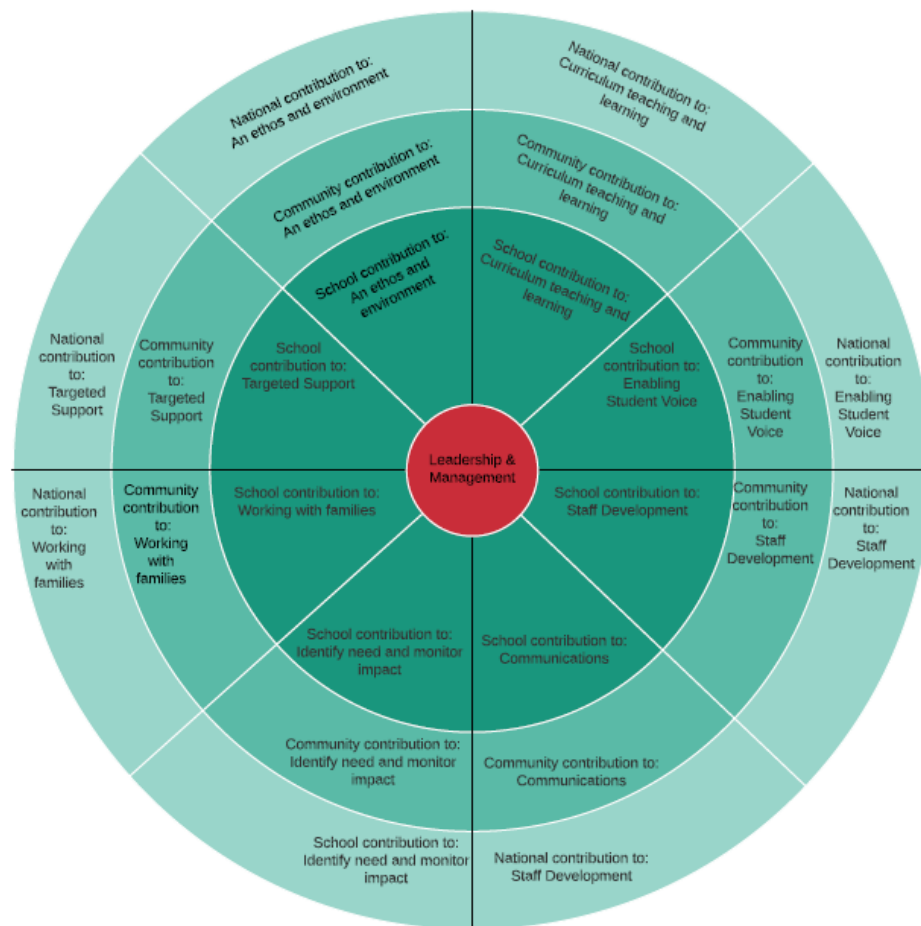
Leadership and Management

At the core of these Eight Principles is Leadership and Management. Their commitment and drive are key in embedding this policy at the heart of our school.

At Okehampton College our SENCO, Karen Moore, Safeguarding, Lead Charlie Edwards and Mental Health Champion, Berni Hachipuka are leading the development of our Whole School Mental Health Strategy. We have established a Mental Health working group represented by both staff and students with support and oversight by the Senior Leadership Team and Board of Governors. All Governors are Mental health Champions but Mary Ellery, Marilyn Livingstone and Tania Skeaping are our Governors who regularly attend Mental Health Awareness Meetings.

Staff and student wellbeing is a standing agenda item at full Governing board meetings.

Below is the EH4MH's 8 Principle approach including the added value of considering community and national contributions to each principle, and with the additional **Communication** Principle.



Community and National Support

Senior Management have been working closely with our partners in the specialist NHS & DCC funded **Early Help 4 Mental Health** team and the Schools Development Support Agency program: *“Building a whole school approach to mental health.”*

School Contribution

- The Mental Health Awareness Group meet every month to ensure that we develop a program and move forward in developing both staff and student mental health and wellbeing. The group has representation from teaching staff, support staff, student voice and Governors who all engage and feedback the message to the rest of the school.
- We are working with Exeter University as part of a research project focusing on Leadership and how we are strategically planning for mental health provision within Okehampton College.

Community

- Support from the School’s MAT and development of a Mental Health MAT strategy and sharing of ideas.
- EH4MH Consultation and Supervision is encouraged across the school, including being assessed by the SLT.

Nationally

- Department of Education guidance.
- Ofsted

Principle 2:

School Ethos and Environment

At Okehampton College, children and young people come first, and our priority is to deliver high quality teaching and learning, within a culture of celebrating individual effort and progress. This is within an environment that celebrates diversity and promotes respect for all. We want every child to be successful, and to reach for success from the first day they join us, leaving the school with a love of learning that lasts throughout life.

We recognise that in order to embed this ethos, we need to promote an environment that focusses on the whole school's emotional wellbeing. We have considered this through both the physical environment of the school and the emotional culture that is promoted throughout the school.

Our Whole School Approach does this by;

School Contribution:

- The sharing of our school's mission statement, and our core shared values/ethos by displays, the school website, through teaching and learning and regular information sent to parents.
- Our school policies including: Behaviour, Anti-Bullying, Inclusion, Safeguarding.
- We create a sense of belonging by celebrating individual and team achievements, both inside and outside school events.
- Promotion of Mental Health, in Mental Health Week weekly tutor time activities.
- Mental Health Ambassadors – completed a 10 week Mental Health Champion course with Young Devon and a 1 day Mental Health Ambassador training with EH4MH - will wear badges. Will deliver in Primary Schools, to staff, to parents and to peers.
- Modelling of the 10-a-day choices for mental health – posters in every room and bookmarks available for students, staff and parents.
- Interventions within our Behaviour unit, Mill Leat
- We promote Growth Mindset language and the '10 a day for good mental health' through **Normal Magic**, and enable students' learning to foster resilience and self-efficacy.
- TWOs - Anti-bullying ambassadors, anti-bullying week. These initiatives consider how bullying impacts on mental health.
- We encourage outdoor learning opportunities through Forest School, Gardening project and Enrichment Week. We believe this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on mental health.
- We teach school values through our PSHE lessons, including focus on LLTTF program.
- Mindfulness – training of 10 staff in order to run Mindfulness clubs and to include as part of every lesson.

- Parent information evenings on mental health.
- Thrive and Attachment Theory approach embedded across the school.
- Educational Psychologist visits to school, working with individual students.
- Growth mindset language is promoted to help foster resilience and self-efficacy.
- Parent information through website, emails, information evenings.
- Mentoring System.
- Development of Pet Therapy programme – 1 day a week.
- Tor Counselling Services.
- Tapping sessions.
- Doodle and Natter club.
- Normal Magic training.

Community

- We actively promote working with all services to promote a culture of acceptance and looking after students' needs, including their mental health.
- We have forged links with our local faith community, CONNECT, who in turn contribute to assemblies, as well as linking with groups and individual students.
- EH4MH training supervision and consultation.
- Promotion of physical and mental health by our school nurses.
- Young Devon – counselling and mentoring and mental health program with identified group of students to develop their knowledge in order to be a positive student voice.
- Encouraging students to use Room 13 as a young person's support network.
- Kooth – anonymous online counselling service for students. Online forums.
- Community police help us to create a safe environment.
- Through Day of Difference and working with outside agencies, the whole school has developed an ethos that promotes a positive image of people with diverse identities and abilities. This has helped to develop a zero tolerance to bullying where students feel confident to speak out for their rights.

“Students report little bullying and work actively to challenge any that occur. Students are rightly proud of a poster campaign they have initiated to challenge any intolerance, such as the use of racist and homophobic language, or any language that is disrespectful to disabled people or minority groups.” Last Ofsted Report 2014 - comments on behaviour and safety of pupils

Nationally

- We share the ‘Time to Change’ campaign’s ethos of bringing an end to the stigma and discrimination faced by people who experience mental health problems.
- Our Mental Health Champion is our designated member of staff with the responsibility to stay informed of national guidance and policies regarding mental health.
- Using opportunities from National Mental Health Day and week to promote awareness.
- Using resources from National organisations visually in the school, via display boards, website and newsletters. These include Mind, Heads together, Time to change, Samaritans, Childline, LGBTQ. (More listed under targeted support).

Principle 3:

Curriculum Teaching and Learning

We know that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing (*Promoting Children and Young People's Emotional health and Wellbeing*). With this in mind we have sought to enhance knowledge and skills around mental health across the curriculum as well as through targeted subjects such as PSHE.

These are examples of how it looks within our school;

School

- LLTTF program delivered to year 7s and 8s and drip fed to other years.
- We provide mental health education through our PSHE curriculum.
- ELDs provide students with experiences of mental health awareness.
- Time out cards issued to students who need them to help manage their emotions and behavior.
- Use of our sensory room for time out for students.
- Tutor time activities with a mental health and SMSC focus.
- We use an attachment theory and thrive based approach across the whole school and individual students.
- Exercise – There is a strong link between good physical and mental health. In our PE lessons we explore this with our students. We also promote HIT activities at the start of every lesson.
- Mindfulness INSPIRE research project developing Mindfulness activities.
- Introduction of Mindfulness in science lessons and tutor time.
- 10-a-day – break time – benefit of taking a break, rehydrating and eating to have an impact on mental health.
- We feed and encourage a growth mindset in our classrooms in order to have an impact on self-esteem, resilience and perseverance.
- Student and staff led assemblies to promote mental health.
- Learn about keeping safe through RSE and E Safety assemblies and lessons.
- Modelling – staff are confident and competent in discussing mental health with students (see section of staff development).
- Other curriculum opportunities to discuss and explore mental health are found in Science, Psychology and B&V - eg. Learning about anxiety symptoms and the fight, flight and freeze response in Biology.
- We feed and encourage a growth mindset in our school. This has a positive impact on self-esteem, resilience, ability to accept challenge and perseverance. Students learn they can ask for help and make a change.
- LLTTF – interactive program facilitated by staff and students, looking at increasing mentally healthy behaviours and mental health awareness, promoting resilience, breaking down stigmas and equipping students with the skills to recognise unhelpful thinking patterns. This is delivered to Year 7

students, drip fed to all years on ELDs and during tutor time. This includes access to online resources that can be used at home.

Community

- Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion.
- We are proud of our partnership with EH4MH, a local health service, and their support in developing our school's mental health awareness. Their introduction of the Living Life to the Full and Normal Magic training have been a successful part of enhancing staff and students' understanding of how to look after their own mental health.
- Young Devon mental health champion program delivered (as described previously).
- Y-Smart deliver training packages around drug and alcohol and complete focused group work.
- Police workshop to parents on drugs.
- Theatre groups do presentations and shows on various bespoke packages on life skills and wellbeing.
- Bikeability programme for staff.

Nationally

- D of E recommendations.
- We use PSHE resources to develop skills and attributes applicable to all aspects of life and resilience. This has proven valuable to children and young people's physical and mental health. (www.pshe-association.org.uk).
- We introduce our students to national Mindfulness initiatives, Headspace and Just Breathe apps.
- INSPIRE Mindfulness project (as described before).

Principle 4:

Student voice

Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives (*Promoting Children and Young People's Emotional Health and Wellbeing*). We are committed to providing structures that allow students to play an active role in developing a mentally healthy school.

These are examples of how it looks within our school;

School

- Schools Health & Education Unit (SHEU) or other well-being surveys give us a broad over view of children's mental health.
- Young Devon Mental Health Champions program.
- Mental Health Ambassador program.
- The Tutor Welfare Officers (TWOs)– anti-bullying ambassadors.
- Head boy and Head Girl.
- Student Council – Key Stage 3 and 4.
- Year 10 House Captains.
- Pastoral staff make a strong contribution to senior leaderships' understanding of student need by being an advocate for students.
- Our school promotes students in all clubs and activities to have a voice in how the clubs run, how the clubs inter-face with the school, and students can promote the clubs within the school.
- We have an active and vibrant arts and humanities department, giving students opportunities for hearing and encouraging student's voices in drama, singing, debating, dance and visual art projects.
- Student led assemblies.
- Student Incident Forms.
- Tutor time and staff create an environment that encourages all students to share their views and experiences.
- Students on Interview panels.
- Students attendance at Team around the child meetings.
- House Captains and 6th form students' involvement at parents' evenings.
- Student part of restorative justice, both with peers and staff.
- Surveys in school on specific topics.
- Students can contribute to the school Newsletter.
- Peer Led movements and campaigns – LGBTQ, anti-bullying, self-harm.

Community

- Students are encouraged to attend their local Young Devon Hub Participation Groups (secondary age only), which offer a forum for students to have a voice about mental health and issues affecting them – eg. Room 13 in Okehampton.
- Young Devon Workshops within school.
- We encourage young people who may benefit from additional external support to access the Young Devon Mentoring Scheme, Kooth and Young Devon.
- We encourage our students to participate in other focussed or general groups relevant to their needs, such as: Balloons or other local Bereavement organisation group, and LGBTQ Groups such as Intercom Trust, etc.
- Youth Parliament.
- Opportunities for debating competitions.
- Sheu Survey within Devon (www.sheu.org.uk) as stated before).
- Student participation in EH4MH annual mental health conference.
- Sport competitions and fixtures with other schools, designed to bring communities together.

Nationally

- We access information from Young Minds (www.youngminds.org.uk) for young people's views relating to their mental health, support and what they have found helpful. This is co-ordinated and kept up to date by our Mental Health Ambassador Team and Mental Health Awareness Group.
- Student's contribution to Ofsted.
- Kooth.
- Childline.

Principle 5:

Identifying Need and Monitoring Impact

In line with our ethos of celebrating diversity and the successes of the individual we are keen to identify need in order to provide the appropriate supportive environment for students to thrive. We aim to identify children and young people with mental health needs as early as possible to prevent them developing.

These are examples of how it looks within our school;

School

- The school's Safeguarding policy outlines the duties and responsibility of school staff for safeguarding the young people in our care. The school works closely with Multi-Agency Safeguarding Hub and Children and Young people's Service to achieve this.
- We use a number of whole school profile surveys, including the SHUE (The School Health and Education Unit) survey. These help highlight any particular trends within the school population that may need attention. We regularly seek feedback from our families, students and staff through questionnaires.
- Specific staff have been trained as Mental Health First Aiders and give whole school training on how to identify signs that a student may be experiencing a mental health difficulty.
- We openly encourage students to let staff know when they have concerns, we provide a variety of ways for students to seek help. There is an open door policy with the Pastoral Team in Treetops as well as the tutor being available every day to support and help. Through our Mental Health Ambassador Team, we are currently developing ways to promote students reaching out for help.
- Staff, student and parent surveys.
- Tor counselling.
- School Nurse.
- Youth mentoring.
- SEN support.
- ML Interventions.
- Sensory room.
- Doodle and Natter Club.

Community

- As a school we work closely in partnership with our community colleagues to ensure we are actively identifying student mental health needs and monitoring the effectiveness of our actions and support. As part of our commitment to supporting students, we refer students to Tor (our counselling service attached to our school), the school nurse and the youth team at Room 13.
- As part of the LLTTF programme delivered to Secondary aged students, they complete the Warwick and Edinburgh Mental Well-Being Scale, which is provided and collated by Exeter University. This monitors the impact of the programme on students' use of positive coping tools to balance their mental health.
- Staff use an Attachment Theory based approach when working with our young people.
- Our school links with teams across Integrated Children's Services with regards to individual children's needs, including working with a family to complete CAMHs referrals or helping a family to make that referral (via devon.integratedservices.co.uk or phoning 03300245321 and asking for a referral form).
- EH4MH provide training, consultation and supervision to school regarding mental health and the promotion of ways for the whole school to keep mentally healthy.
- Our Educational Psychologist, provides assessments and reviews on individuals and support staff in meeting those educational, social and emotional needs as appropriate.
- The community Police Service provides awareness to staff, students and parents about keeping safe.

Nationally

- Being part of the SHEU survey network helps the school have a better understanding of pupil's behaviour and perceptions of the school environment.
- The Pastoral Team and Mental Health Champion use 'Measuring and Monitoring Children and Young People's Mental Wellbeing: A toolkit for schools and colleges' (Public Health England and Evidence Based Practice Unit) for information on appropriate tools to measure impact of interventions.

Principle 6:

Working with Families

We are committed to working in partnership with parents and carers. We recognise the important role the family plays in influencing the emotional health and wellbeing of students in the school.

We also recognise that working in partnership may sometimes mean providing support and resources to those families that are struggling with meeting life's challenges.

These are some examples of how this looks in our school;

School

- Breakfast Club.
- Family Support Workers/Parent Support Advisors.
- Ongoing development of a Parent/ Carer area on our website with useful online and local resources.
- Working alongside families using the Team Around the Family approach so there is a united approach from school and home, which is bespoke to support the individual family.
- Open door policies/set times that parents/carers can come in to school.
- Parent Information Evenings on numerous topics – exam stress, mental health 10-a-day, drugs, RSE etc
- Parent Evenings.
- Transition Process.
- PTFA events.
- The 10-a-day choices for mental health parent workshops, provided in school by EH4MH at parent information evenings.
- Supporting parents with online referrals for external agencies and support.
- Contacting parents of targeted children in advance of opportunities you want them to access eg. Parents evenings.
- Governors on interview panels for school staff.
- Communicate with parents via website, newsletter, texts.

Community

- We provide information to parents and help sign post them to appropriate support and advice through the information on our website which is regularly updated as well as offering advice sessions with our Parent Support Advisor.
- There are several online resources and information from national charities and organisations regarding mental health and well-being. Details are provided on the dedicated parent page of our school website.
- PTFA
- Youth Centres – Room 13.
- Devon Integrated Children's services – school staff encouraging parents to access the services.
- Children and Young People's Services including the Multi-Agency Safeguarding Hub.
- Devon Communication and Interaction Team through Babcock.
- Devon Information Advice and Support for SEND (DIAS) – impartial advice for parents around processes to support children with SEN. (www.devonias.org.uk).
- Local Bereavement Support Agencies including Balloons, Force, Cruse, Jeremiah's Journey.
- Citizen Advice Bureau.

Nationally

- NHS.
- Samaritans.
- Childline.
- Young Minds – charity promoting mental health awareness with online information and resources for young people and parents (www.youngminds.org.uk).
- MIND – provide information and support on mental health (www.mind.org.uk).
- NSPCC – information on how to keep children safe. (www.nspcc.org.uk)
- National Autistic Society resources – information and help line (autism.org.uk).
- MindEd website – free educational resource for mental health for all, funded by the department of health and education (www.minded.org.uk).
- CAFCASS – children and family Court advisory and Support service (www.cafcass.gov.uk).
- Dove self esteem project – body confidence advice (www.dove.com)

Principle 7:

Staff Development & Well Being

'Well-being in schools starts with the staff; they are the front line of this work...' (ncb Framework for promoting well-being and responding to mental health in schools).

At Okehampton College we place the wellbeing and development of staff as a high priority, believing all school staff place a vital role in developing and supporting the emotional health and wellbeing of the students.

These are examples of how it looks in our school;

School Contribution

- Appraisals.
- Work Survey
- General Supervision.
- Training for staff.
- Giving staff time to do their work.
- 'Thank you' cards available in the staff room for people to send to each other.
- Buddy System to encourage people giving each other presents as a pick me up.
- Culture of saying 'thank you' to help staff feel valued.
- Recognising the importance of these gestures from the Head and SLT.
- Social Committee – events for staff every term.
- Implementation of 'Time to Talk' for staff, which encourages the importance of being able to talk about what is going well and any struggles.
- Reference 10-a-day to staff.
- Mindfulness sessions available for staff every day.
- Range of activities available for staff – yoga, football, walking, running club.
- APL Health service available for staff.
- MAT support on reducing workload where possible – reporting, meeting, reduce emails.
- SLT review workload and wellbeing.
- Governor responsible for wellbeing.
- Wellbeing Awareness group (mental health awareness group).
- Culture of staff being able to share laughter and tears.
- Promoting and valuing that there is no divide between teaching staff, support staff, admin staff, teaching assistants, canteen staff and caretaking staff.
- Students modelling some of the programmes – LLTTF, PSHE, RSE.
- Email statement about valuing people's work and home life.
- Encouraging staff to not have school emails linked to their personal phones.
- Offering staff free school meals to encourage a staff table in the canteen.
- Mental Health Week – valuing staff by giving them treats.
- Shared lunches in the staff room.
- End of term get together in the staff room.

Community

- All staff have access to EH4MH training and supervision.
- CAMHS – response within school if a young person/staff member commits suicide.
- Back to Work system is effective and supportive, identifying any mental health needs.
- Staff can access the Devon County Council Wellbeing and Counselling service

National

- Twitter – staff following supportive posts regarding teaching.
- Facebook - staff accessing supportive posts regarding teaching.
- Promoting Mindfulness resources.
- Mental Healthy Schools Website –information on mental health and what schools can do (www.mentallyhealthyschools.org.uk).
- Key staff have received Youth Mental Health First Aid Training – promoted in school for both staff and students.

Principle 8:

Targeted Support

The school recognises that many behavioural and emotional problems can be supported within the school, with advice from external professionals, and that some students may need more intensive support at times. Okehampton College has a range of potential interventions to support individual's needs, as well as links with external agencies.

These are examples of how it looks within our school;

School

- Our Behavioural team (Mill Leat) have recently introduced a system, to support students and staff better meet the needs of individual's emotional wellbeing. This approach has been really helpful in identifying early signs of difficulties in students and being able to quickly identify specific interventions to support students in school.
- To name all of our interventions would be a very long list, here are some examples;
 - Nurture groups & Fast Track Nurture groups.
 - Forest school.
 - Garden Therapy.
 - School Parental Support Advisors.
 - Doodle and Natter Club.
 - Key Workers for vulnerable children / students.
 - Sensory room which all young people can access as needed / Using sensory strategies from Occupational therapy (when an individual child has had a sensory assessment).
 - Mindfulness at the start of lessons.
 - 'Just Breathe' video for children to explain about relaxation, (from www.mindfulschools.org).
 - We are developing a therapeutic/peace garden in order to provide a calming safe space for staff and students and to use as intervention for targeted groups and individuals.
 - Pastoral Team – Tutors, SPLs, ML, DW.
 - Breakfast Club.
 - Games Club.
 - Tor Support.
 - School Nurse.
 - Room 13.
 - ML Interventions.
 - Tapping.

- Extra Curricular programme.
- Praise Postcards.
- Part Time Timetable/personalised timetable.
- Time Out Cards.
- Family Support Workers.
- EWO support.
- Ed Pysch.
- HL club.
- Extra transition support where needed.
- Future Pet Therapy.
- Sensory Aids – stress balls, clicker cubes.
- Praise Postcards.
- Subject interventions.
- Encouraging Growth Mindset.
- LLTTF.
- Tapping.
- IEPs.
- MHA
- MH awareness week.
- Human Utopia – workshops for vulnerable students enabling them to bring about positive change. (www.humanutopia.com).
- EH4MH training.
- Home visits.

Community

- At Okehampton College we work closely with our Community Colleagues in Health and Social Care. We regularly access consultation with EH4MH to think about individual children's emotional health and wellbeing needs.
- Please look on our website for an extensive list of resources and initiatives we link with to offer targeted support, listed under 'Who to talk to, if you're worried', below are some of those students and parents have really found helpful.
- EH4MH have provided the LLTTF programme for all students to access. For those students identified as needing further support we are developing an enhanced focus on the programme.
- We work closely with our school nurse in identifying students who may need support and guidance and require 1-1- sessions.
- The Learning Support Team provide consultation and advice to all school staff around identified individual student's needs.
- Intercom trust - supporting LGBTQ students and families.
- Work closely with the EWO in supporting students and families.
- Kooth – online counselling service for young people.
- Careers South West support for young people.

- Connect.
- Children and Young People's Services and MASH.
- GPs.
- Reach – (Reducing Exploitation and Absence from Care or Home, through DCC).
- Extra Curricular programme.
- Farm project.
- Phoenix Project.
- Space – Youth Services in Devon.
- Young Devon.
- ASPIRE programme.

National

- Childline.
- Samaritans.
- NSPCC.
- Kooth.
- Young Minds.
- Mind.
- DFE.
- Bereavement UK.
- MindEd.
- CEOPS.
- Stonewall.
- LGBT.
- Barnados.
- CAFCASS.
- Dove.

Principle 9:

Communication

In Okehampton College we identify that clear and robust systems of communication both within the school and reaching out into the school community, are key components to providing a mentally healthy school.

These are examples of how it looks within our school;

School

- PTFA
- Tutor time, assemblies, bulletins, notice boards.
- Facebook, twitter, website, texts, newsletters, information evenings, emails, class charts, letters.
- In line with our school ethos, we are always thinking of diverse ways of promoting good communication, in enabling and encouraging students and staff to feel more comfortable to communicate feelings and seek help when they need it. We use a wide variety of approaches including; internet communication via emails, our website and social media.
- As part of a Multi Academy Trust, it is recognised that communication between the partnership schools is very important to maintain consistency and the continual development of mentally healthy school environments. To ensure this, we hope to have regular Federation/MAT meetings where Mental Health Champions and student representatives meet to drive forward our collective initiatives in breaking down stigma and promoting 'mentally healthy environments.'
- We communicate within the staff group through staff and departmental meetings and emails, including having mental health as a standing agenda item at SLT meetings. This includes refreshers of key themes / training topics.
- We communicate to our students through tutor time, whole year/ house or whole school assemblies (reinforced by tutor information and daily bulletins.).
- We inform all parents of the school's obligations and responsibilities to safeguard children during their information session when their children start at the school.
- Staff are aware of school processes for flagging up which students are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant, this process of responsibility is reinforced in staff meetings and in staff diaries/ handbooks.
- Our school promotes using the 10-a-day choices for mental health.

Community

- The school website has links of 'Who to talk to' for a range of different issues, with information relevant to students and parents.
- We have a Newsletter which is able to promote information on mental health and school initiatives.
- We communicate to our parents through our website, newsletters, emails, parent teacher evenings, information evenings & the school facebook page.
- All staff have accessed EH4MH training, and are encouraged to access Consultation & Supervision, this encourages ways to talk about mental health and how young people are feeling, which can be used over the breadth of young people's experiences.

National

- We use resources from national organisations visually in the school, via display boards, website and newsletters.
- We promote Childline – help line and online resources (www.childline.org.uk).
- Heads Together - promoting the benefits for mental health of talking about difficult things (www.headstogether.org.uk).
- Time to Change – movement to end mental health discrimination (www.time-to-change.org.uk).

- **The Devon School’s Mental Health policy was guided by Public Health England’s key documents:**

“Transforming children and young people’s mental health provision: a green paper” (2017)

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

“Promoting children and young people’s emotional health and wellbeing: A whole school approach” (2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

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