

PROMOTING POSITIVE MENTAL HEALTH POLICY

Teenage Kicks



Date of this review: August 2023

Date of next review: August 2024

Head of centre signature: Colin Phillips

Mission Statement

Positive mental health and wellbeing, is everyone's responsibility.

It should be embedded in the culture and ethos of the whole provision.

Staff, pupils and parents should recognise the wealth of opportunities available to positively impact the children and young people's wellbeing.

Teenage Kicks Provision recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Many of Teenage Kicks's pupils have needs in the area of social, emotional and mental health.

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events.

Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.

Longitudinal analysis of data for 16,000 children suggested that boys with five or more risk factors were almost eleven times more likely to develop conduct disorder under the age of ten than boys with no risk factors. Girls of a similar age with five or more risk factors were nineteen times more likely to develop the disorder than those with no risk factors.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

Statistics taken from www.Youngminds.org in 2022:

- One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That's five children in every classroom.
- The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition more than tripled between 2010 and 2018-19.
- 83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse.
- In 2018-19, 24% of 17-year-olds reported having self-harmed in the previous year, and seven per cent reported having self-harmed with suicidal intent at some point in their lives. 16% reported high levels of psychological distress
- One-third of mental health problems in adulthood are directly connected to an adverse childhood experience (ACE) (vii).
- Adults who experienced four or more adversities in their childhood are four times more likely to have low levels of mental wellbeing and life satisfaction
- Suicide was the leading cause of death for males and females aged between five to 34 in 2019 (v).
- Nearly half of 17-19 year-olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women (vi).

The mental health of children and young people, adults in provisions, parents and carers and the wider whole provision community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Teenage Kicks Provision recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all staff can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

The role that provisions play in promoting the resilience of their pupils is important, particularly so for some children where their home life is less supportive. Provision should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in provision policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with provisions and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with provisions
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole provision community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the provision

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, eg PSHE, nurturing approaches, therapeutic interventions, differentiated learning activities, individual timetables, person centred approaches, challenging stereotypes, etc.

The strongest evidence supports prevention/early intervention approaches that include a focus on working with the family. This is preferable as therapeutic approaches are most effective when they look at the young person in the context of their family structure and work with all family members, even while intervening in the provision. Teenage Kicks Provision has a person centred approach embedded throughout systems and procedures where the pupil and their family are placed at the centre of all decisions made to support that pupil during their time at provision.

Where this approach is impossible, individual work focusing on thoughts and behaviour can also be helpful and is carried out at Teenage Kicks provision through access to and on site counsellor every Friday. Our curriculum promotes positive mental health through social skills development, PSHE lessons and differentiated approaches to supporting an individual's needs.

The implementation of the policy for promoting positive mental health in provisions:

- Will provide a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in provision.
- Will raise awareness as to how the whole provision community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole provision community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole provision.

This policy must be reviewed every two years.

The named Lead for Mental Health promotion in provision is Sheree Horn .

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- Provision policies
- The provision's ethos
- Child/Staff/Volunteer well being
- Feedback from the whole provision community via questionnaires and verbally, formally and informally
- The number of external referrals, CAMHS, Educational Psychology, Health Service, Social Care etc.
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset.
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's business

References:

- Mental Health and Behaviour in Provisions (DfE ; March 2018)
- Article 28, 29, 30 and 31 United Nations Convention on the Rights of the Child
- Work/Life Balance National Agreement 2003-2005

To be read in conjunction with:

- Improving Behaviour Policy 2022
- Safeguarding policy 2022
- Equality Scheme
- SEND Policy 2022

- DfE guidance

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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