



Mental Health Provision Guidance

Warwick School (Seniors)

Regulatory	No
Version	September 2024
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Approving Body	School Governors Committee
Date Approved	October 2024
Review Cycle	Annual
Previous Review Date	September 2023
Next Review Date	September 2025

Mental Health Provision Guidance

Pastoral care is integral to all we do at Warwick School. Happy boys thrive and strong pastoral foundations enable the boys to aim high in all other areas of school life.

The bedrock of pastoral care at the school is the close relationship between staff and the pupils. This begins with the Form Tutor and extends to Heads and Assistant Heads of Section, Heads of House, as well as Senior Staff, who know the boys well and who are committed to their growth and welfare. A boy meets with his Form Tutor every day and this gives an opportunity for difficulties to be discussed and achievement to be celebrated. Tutors are well-supported by the Heads and Assistant Heads of Section who provide oversight and guidance in each Section, while Heads of House ensure a continuity of care as pupils move between sections.

We proactively work to enable pupils to develop the resilience to overcome challenges – through messages delivered in whole-school assemblies, section assemblies and chapel services; through work done in form periods on topics such as Protective Behaviours; and through focused lessons in PSHEE on mental health.

However there are times where pupils will struggle with their mental health and some pupils can be in crisis. To help these pupils we have a reactive pastoral care system in place to provide them with appropriate support.

Mental Health Provision

Our Mental Health Provision takes a person-centred, needs-led approach – our focus is to provide each pupil with the right level of support at the right time. It is a graduated response to need - we assess the needs of the pupil, plan the appropriate support, ensure this support is provided, and then review how successful it has been in meeting the pupil's needs.

The system is run on a clinical supervisory model to ensure it is sustainable. The Senior Mental Health Lead has supervisory input from the Head of Academic Support and SEND, who in turn has supervisory input from the Educational Psychologist.

It works as follows:

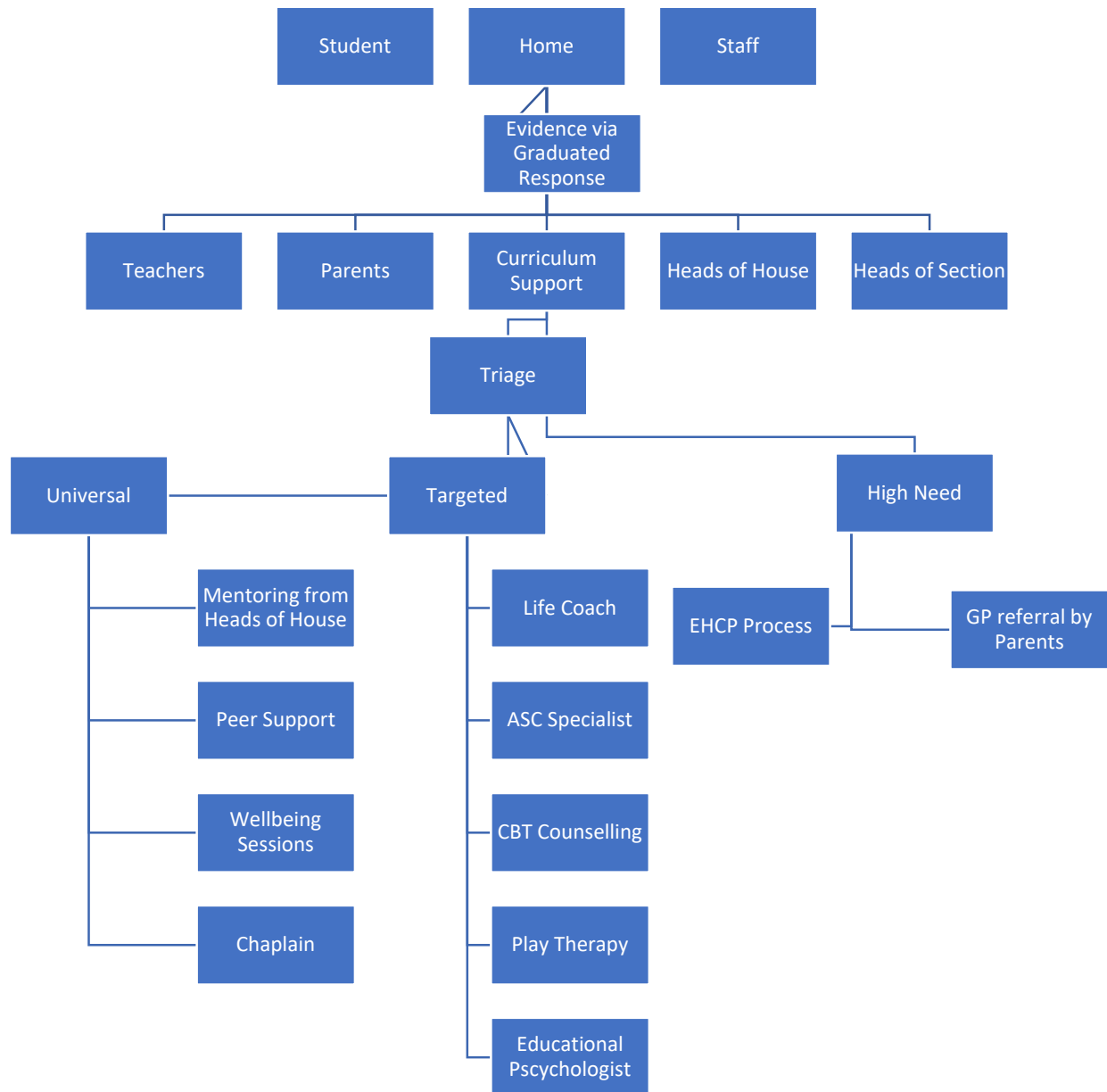
Pupils can seek help themselves, and parents or Warwick School staff can refer pupils into the system. Pupils, Parents and Teachers can do this by emailing wss-wellbeing@warwickschools.co.uk, pupils can come to the Wellbeing Hub to speak to the Senior Mental Health Lead in person or speak to their Form Tutor or Head of Section, or teaching staff can fill in a Wellbeing Support Form.

The Senior Mental Health Lead will triage these cases and establish what level of support is best suited to the needs of the pupil (see flow chart). This support comes at three levels: universal provision (mentoring from Heads of House, Peer Support, etc), targeted provision (professional intervention from the Educational Psychologist, ASC Specialist, etc) or high need (referral to GP/ Duty Psychiatrist at A&E – we will need to collate evidence for an emerging SEMH (social, emotional, mental health need or for a clinical intervention). Pupils triaged for in school targeted provision will complete the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS, Appendix 4) to document the pupils' self-perception of their mental wellbeing. They will discuss with the pupil the aims of the sessions (SMART Target Development, usually over a maximum of six sessions for an initial course). At this point, the pupil will choose the boundaries of confidentiality they are comfortable with. As part of this triaging process, the Senior Mental Health Lead will consider any protected characteristics that a pupil may have (e.g. ethnicity, sexuality) and discuss with the pupil (and if appropriate with his parents) whether this should influence which source of support a pupil is allocated to. If a suitable Counsellor/ Life Coach/ HoH/ Mentor/ Therapist is not available through the school, they should be signposted to relevant websites where such support can be accessed.

The Senior Mental Health Lead will then allocate that pupil times for their sessions, book appointments on online system, raise a concern on MyConcern, and confirm the appointment with the Counsellor/ Life Coach/ HoH/ Mentor/ Therapist. If there is a really significant concern, at this stage the Senior Mental

Health Lead will speak to parents to indicate that the pupil needs to be taken to the GP and outline the support that is subsequently available from the school. The Senior Mental Health Lead will add the relevant Counsellor/ Life Coach/ HoH/ Mentor/ Therapist as a trusted user on the concern so Wellbeing Support Forms can be shared with them.

Flow Chart Showing How Mental Health Provision is Accessed and the graduated responses according to need (Universal, Targeted, High Need)

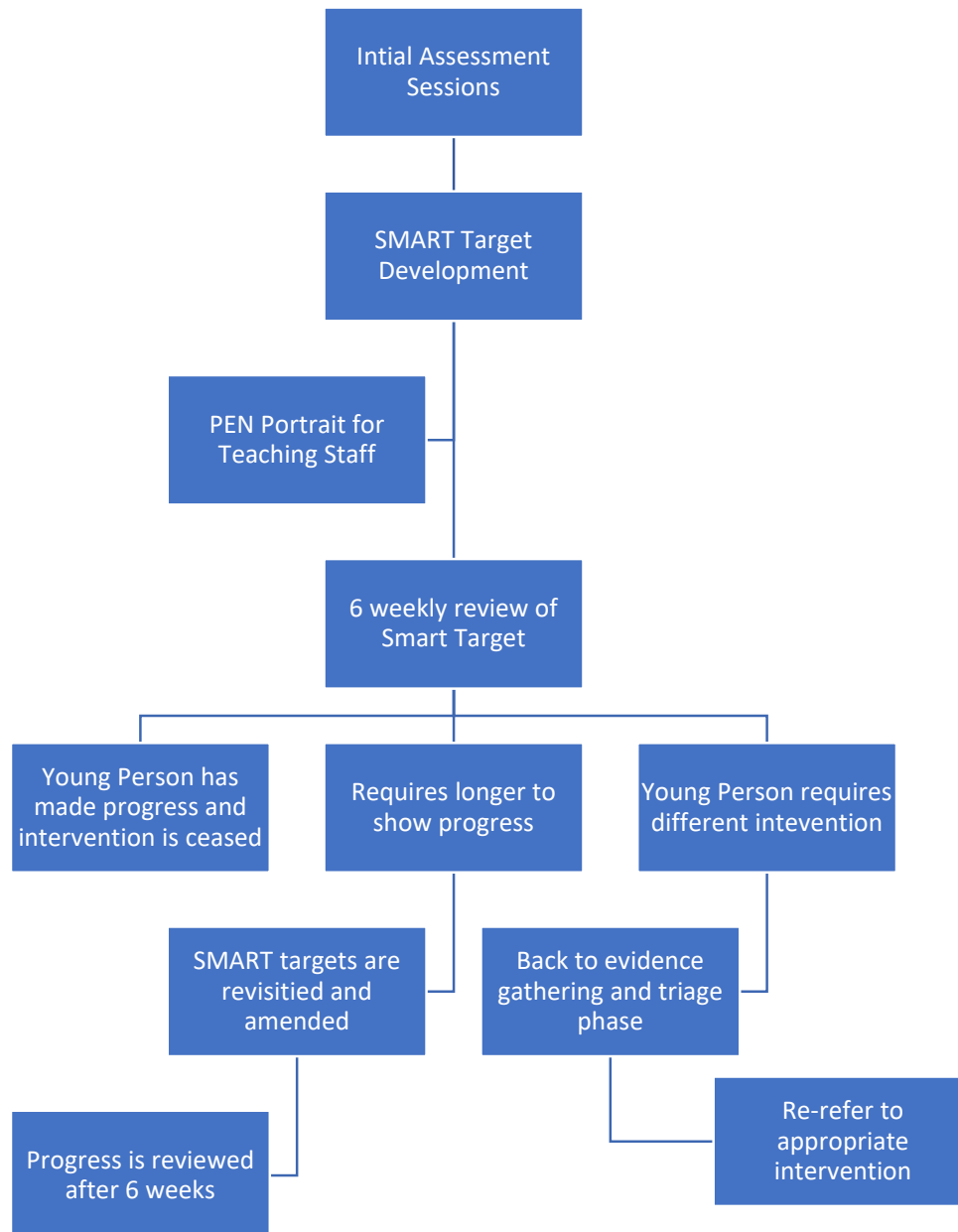


The pupil will then have sessions with the Counsellor/ Life Coach/ HoH/ Mentor/ Therapist. The Counsellor/ Life Coach/ HoH/ Mentor/ Therapist will give fortnightly updates in diarised meetings with the Senior Mental Health Lead/ the Deputy Head Pastoral that sessions are taking place, and concerns will then be updated on MyConcern by the Senior Mental Health Lead. At this point, it will be considered whether to communicate with parents, based on the confidentiality wishes of the pupil.

Once the final session has taken place, the Counsellor/ Life Coach/ HoH/ Mentor/ Therapist will inform the Senior Mental Health Lead, give feedback to the Senior Mental Health Lead/ Deputy Head Pastoral on progress relative to the targets of the sessions, and plan any next steps for further support of the pupil. The

pupil will again complete the WEMWBS and the impact score of targeted intervention measured. The concern will be updated (and potentially closed) by the Senior Mental Health Lead. The Senior Mental Health Lead will communicate next steps to the Form Tutor, HoS and potentially to the parents. They may decide to arrange further sessions, or a different type of provision moving forwards. A month later the Senior Mental Health Lead will have follow-up communication with the pupil (usually by email) to check on their progress. This will include a request to complete a final WEMWBS to see if pupil perception of wellbeing has dropped since ending provision.

Flow Chart Showing How Pupils Progress Through the Mental Health Provision System (Assess, Plan, Do, Review)



Updated Working Boundaries for Coaching/ Counselling/ Mentoring

In any mental health provision, there is a requirement to balance the need for confidentiality with the need to share information so that the most effective support can be put in place for that pupil. Some confidentiality between the pupil and the counsellor/ coach/ mentor is important as:

- It allows the pupil to develop a trusting relationship with the counsellor/ coach/ mentor
- It allows the young person to be open and share feelings without fear of blame or reprisal
- It allows the young person to speak freely about issues concerning them
- It may encourage others to come forward for counselling/ coaching/ mentoring

However, some sharing of information is also vital as:

- It allows pastoral staff (Deputy Head Pastoral; Heads of Section; Form Tutors) to be aware of who is receiving extra pastoral support so they can establish how best to support that pupil
- It gives pastoral staff information so they know to look out for signs of emotional stress such as anger or withdrawal
- It enables pastoral staff to consider whether it is appropriate to talk to parents and offer them advice on how best to support their sons
- It ensures that safeguarding issues (e.g. child-on-child abuse) are flagged and dealt with in an appropriate and timely fashion

As such, a record will be kept on MyConcern by the Senior Mental Health Lead of the reason that the pupil is accessing counselling/ coaching/ mentoring and the aims of the course of six sessions. This record will be shared with the Deputy Head Pastoral and the Pastoral Support Manager. It will also, unless the pupil refuses consent, be shared with other relevant pastoral staff (HoS, Form Tutor). It may, with the pupil's consent, also be shared with the pupil's parents. If a pupil expressed a desire not to inform their parents/ guardians that they were accessing counselling/ coaching/ mentoring in school, we would use the legal threshold for Gillick competency to determine if we would comply with this request, namely that "Children under the age of 16 can consent to their own treatment if they're believed to have enough intelligence, competence and understanding to fully appreciate what's involved in their treatment" (<https://www.nhs.uk/conditions/consent-to-treatment/children/>). However, if we had concerns about the pupil's physical, mental or emotional safety, we would always inform the parents/ guardians of the pupil regardless of any request for confidentiality (see appendix 1). Likewise, if a pupil lets us know that a pupil has informed his parents that he is accessing counselling/ coaching/ mentoring in school, the Senior Mental Health Lead will follow this up by communicating with parents.

A record that each session has taken place will be kept on MyConcern, though the counsellor/ coach/ mentor will not pass on any detailed accounts of sessions. They will, however, communicate periodically with the Deputy Head Pastoral/ Senior Mental Health Lead about the support being provided. **They are obliged to communicate if the pupil raises concerns that are a child protection or safeguarding concern.** The counsellor/ coach/ mentor should keep their own record of their discussions. A pupil is free to talk to anyone about their sessions if they wish, but they won't be directly questioned by staff. They may wish to talk to a member of staff that they trust such as their Form Tutor about the support they are receiving in order to feel supported between sessions. Parents are encouraged to be sensitive to their son's wishes when seeking to discuss these sessions. The staff and the counsellor/ coach/ mentor will encourage a pupil to discuss their sessions with their parents in appropriate cases.

After six sessions, a review will take place between the counsellor/ coach/ mentor and the Deputy Head Pastoral/ senior Mental Health Lead to review whether the initial aims of the course of sessions have been met, to decide if further sessions are needed, and to establish what other support the pupil will need from pastoral staff going forwards. A record of this review will be kept on MyConcern and shared with the Deputy Head Pastoral and, unless the pupil refuses consent, with relevant pastoral staff (HoS, Form Tutor). With the pupil's permission, pastoral staff may decide to communicate with parents at this stage.

Mutual trust, goodwill and respect between the counsellor/ coach/ mentor, school, pastoral staff and parents, will help to ensure that a level of confidentiality is maintained.

Strengths of the System

Our Mental Health Provision System has the following key strengths which should allow the maximum number of pupils to get the type of help they need in a timely fashion:

- The graduated response to need, overseen by the Senior Mental Health Lead, ensures that pupils get the appropriate type and level of pastoral care, reducing excess demand via pupil referrals for counselling in particular. Triage to the appropriate type of care at the start will reduce need for a potentially traumatic switch to a different type of care after a period of less than satisfactory outcomes from sessions.
- Parents, pupils and teachers using wss-wellbeing@warwickschools.co.uk will mean that the burden of response doesn't fall on one individual. Assistance will be provided during holidays, when pupils in exam years in particular often have a pressing need.
- Updated guidelines around confidentiality in counselling and coaching sessions mean that if the pupil is willing, more pastoral staff (Senior Mental Health Lead, Pastoral Manager, Deputy Head Pastoral, Heads of Section, Heads of House, Form Tutor) are aware of who is attending reactive pastoral care sessions and how they can support the pupil. They therefore will know to look out for signs of withdrawal, anger or distress, and more effectively establish the best way to support the pupil. If pupils still want complete confidentiality, only the Counsellor/ Life Coach/ HoH/ Mentor/ Therapist plus the Pastoral Manager, Deputy Head Pastoral and Senior Mental Health Lead will be aware that they are attending.
- Where pupils choose to allow information to be shared, form tutors are far better informed in order to better maintain their relationships with their tutees and with tutees' parents, universally recognised as key to effective pastoral care.
- Parents know that they can contact their son's form tutor as their primary contact in order to discuss concerns about their son. Form Tutors are far better informed, meaning that they can best advise parents on how to support their sons.
- Reduced cost of funding unnecessary hours of counselling provision (previously 42 hours per week) allows us to employ professionals with a wider skill set to better meet the needs of all of our pupils - Child Psychologist, Autistic Spectrum Condition Specialist, Play Therapist, Life Coach, Cognitive Behaviour Therapy Counsellor
- Reduced cost also enables us to develop the skill sets of our established pastoral staff (Senior Mental Health Lead, Form Tutors, Heads of Section, Heads of House) to better respond to issues (e.g. further coaching training) or to create an environment that prevents such issues cropping up (e.g. protective behaviours training, Brave Minds training of sports coaches).
- Greater information sharing means that safeguarding obligations are better met – awareness of issues and discussion between more pastoral staff improves responses when safeguarding issues crop up.
- Use of greater number of pastoral staff, other teaching staff, and even pupil mentors to provide reactive pastoral care empowers individuals and creates closer bonds within the school community.
- The Wellbeing Hub provides a space for pupils in need to be able to talk to someone and a quiet space for them to decompress. It provides a physical space where all pupils can go if they need help and advice (e.g. around bullying, stress, anxiety, relationships, etc). It also provides a safe space where more introverted pupils can go to read or work without social pressure. It reduces pressure on the Medical Centre, who often deal with pupils who are presenting with emotional issues. It will also give teachers an option if there are pupils who are being disruptive in lessons and need to be removed and given care.

Pupil Wellbeing Questionnaire

Pupils are encouraged to complete the Wellbeing Questionnaire in a set time window near the end of each term, three times during the year. We do not compel them to complete it, but they are given time during form periods to do so.

Once pupils have completed the survey and the deadline for completion has passed, the Pastoral Support Manager and other admin support staff will process the responses. They will highlight concerning responses (e.g. responses of 'agree' or strongly agree to the statement "I often feel down and depressed",

"I often think about hurting myself") and create concerns on MyConcern for all such responses. They will add appropriate pastoral staff as team members on those concerns.

The Pastoral Support Manager will email each Form Tutor with their tutees' responses ahead of the morning when tutor-tutee meetings are scheduled to take place. Form Tutors should look through the responses ahead of the meetings.

Relevant pastoral staff will talk to pupils who have given the most concerning responses as soon as possible. Where there are concerns that a pupil may be self-harming or having suicidal thoughts, parents will be informed, unless there are strong grounds not to do this.

Pupils who have raised other concerns of a less serious nature will be spoken with at tutor-tutee meetings by Form Tutors. They should then instigate any appropriate actions (e.g. raising issues with other teachers, highlighting bullying with pastoral staff, completing a Wellbeing Support Form, etc) and update the relevant concern on MyConcern. Pastoral staff will then decide what form of support that pupil needs moving forward.



WARWICK
SCHOOL

I..... would like to access therapeutic support at Warwick School as part of the School’s Targeted provision.

I do not give my consent for my parents to be informed of my decision to access therapeutic support. I understand the details of the intervention that is planned and understand how information about my sessions will be shared, and what details will be keep confidential.

I also understand that my request for the above confidentiality may be reconsidered if there are concerns about my physical, mental or emotional safety. However, I understand I would be told in advance should my parents need to be contacted.

Signed:

Date:
.....

As Senior Mental Health Lead, I confirm that the above-named student is Gillick competent and has the capacity to make decisions about their mental health care.

Signed: (Helen Leaf)

Date:

Appendix 2 - Guidance for Using Whisper

This guidance has been written with the intention to harness the many benefits of using Whisper as an anonymous reporting system, while attempting to mitigate the potential negatives that the system could bring.

1. Set-Up of Whisper

Whisper should be set up so reports can only be accessed by a small number designated users, one of whom should be the Lead DSL of the school. The system should be advertised widely around the school, for example through the Pupil Portal, via notices around school and announcements in assemblies and reminders in PSHEE/ form time in the Blue Book.

2. Responding to Concerns

Careful consideration should be given to which staff are given access to Whisper. Staff who are designated users must be aware of the potentially very sensitive nature of some messages and should treat each disclosure with the appropriate level of confidentiality. It is often appropriate to ask the pupil reporting if they feel able to meet face-to-face with staff to discuss their concerns in more detail. Staff responding to Whisper reports should follow the different procedures for recording and reporting different types of issues outlined below:

a) Pupil Behaviour Issues

Where messages sent by pupils concern the behaviour of other pupils (e.g. vaping in toilets), the staff member should respond by praising the pupil for reporting the concern, then encourage the pupil to give as much information as possible, including name(s) of perpetrators, names of witnesses (pupils and staff), locations, times, and any other pertinent details. The member of staff should then report the issue as a concern on MyConcern, where it will be tagged as a WHISPER concern and allocated to the appropriate DSL to investigate.

b) Child-on-Child Abuse Concerns (including bullying)

Where pupils have sent messages on Whisper highlighting child-on-child abuse, the staff member should respond by praising the pupil for reporting the concern, then encourage the pupil to give as much detail as possible, including the name(s) of perpetrators, the name of target(s), the names of witnesses (pupils and staff), locations, times, evidence (including screenshots if there has been cyber-bullying taking place), and any other pertinent details. The member of staff should then report the issue as a concern on MyConcern, where it will be tagged as a WHISPER concern and allocated to the appropriate DSL to investigate. They should then flag up support available to the target(s) and the perpetrator: from trusted adults in school; from the wellbeing support staff; from wellbeing mentors (pupils who have been trained through the Diana Award).

c) Parent Conduct Concerns

Where pupils have sent messages on Whisper highlighting child-on-child abuse, the staff member should respond by praising the pupil for reporting the concern, then encourage the pupil to give as much detail as possible, including the name(s) of perpetrators, the name of target(s), the names of witnesses (pupils and staff), locations, times, evidence (including screenshots if there has been cyber-bullying taking place), and any other pertinent details. They should then report the issue as a concern on MyConcern, where it will be tagged as a WHISPER concern and allocated to the appropriate DSL to investigate. If any claims can be substantiated, the appropriate procedures laid out in the Child Protection and Safeguarding Policy should then be followed. They should then flag up support available to the target(s): from trusted adults in school; from the wellbeing support, from Childline, etc.

c) Pupil Wellbeing Concerns

Where pupils have raised concerns about their own wellbeing, the staff member should respond by praising the pupil for reporting the concern, then ask open questions to encourage the pupils to give more details. They should then make a judgement as to the severity of the concern.

If necessary, the member of staff should liaise with the Senior Mental Health Lead and/ or Kerstin Tudge (Chemistry teacher trained by online text counselling service SHOUT) for further guidance. They should, as appropriate, signpost different help available in school and out of school: in school from trusted adults, from the Wellbeing Hub, from wellbeing ambassadors, from the wellbeing page of the school website, from the on-duty member of SMT via the school duty phone on 01926695940/ 10926695939; outside of school from text counselling services such as KOOTH or SHOUT, from their GP, from the duty psychiatrist at A&E.

d) Staff Conduct Concerns

Where pupils have sent messages on Whisper highlighting issues with a teacher's conduct, the staff member should respond by praising the pupil for reporting the concern, then encourage the pupil to give as much detail as possible, including the name of the teacher, the name of target(s), the names of witnesses (pupils and other staff), locations, times, evidence, and any other pertinent details. As per the Whistleblowing Policy, they should then report the issue via a yellow form and pass this form to the Head.

e) Other Issues

Where messages sent by pupils concern broader issues in school (e.g. Wi-Fi issues), the staff member should respond by praising the pupil for reporting the concern, then encourage the pupil to give as much information as possible about the issue. They should then report the issue to the relevant member of staff in the school or the foundation, who can then provide, if necessary, a response which can be forwarded via Whisper to the pupil.

Pupils have been encouraged to raise issues of a wellbeing or safeguarding nature only and use the usual channels for reporting issues of a more general nature.

3. Support for Designated Staff who Respond to Whisper Concerns

Staff who triage Whisper reports should be supported in this role. Consideration should be made for the extra workload that this creates in the context of the overall responsibilities and duties of that staff member. These staff should be offered supervision sessions with a mental health professional, available from the Foundation DSL or through external therapists employed by the schools.

4. Identifying False Accusations

As with any allegation made by a pupil, parent or member of staff, all allegations made via Whisper should be dealt with the appropriate level of sensitivity. The anonymity of the concern should be kept in mind when dealing with the issue, and every attempt should be made to check the veracity of an allegation at an early stage in any investigation.

Appendix 3 – Wellbeing Questionnaire

Name:

Form:

Boarder/ Day Pupil:

This is a questionnaire about how you are finding life. For each statement, please mark if you strongly agree, agree, feel neutral, disagree or strongly disagree. Please answer each question as honestly as you can. If you want to make a comment in the space below a question, feel free to do so. There is a space at the end of the questionnaire for further comments. Your answers will be looked at by your Form Tutor and possibly by your Head of Section, but they won't be shared with any other pupil.

1. Life as a whole

Overall I feel content with life (+)

I wish I had a different kind of life (-)

My life is going badly (-)

2. Relationships with family

I get on well with my family (+)

I feel comfortable being at home (+)

My relationships with my family are not very good (-)

3. Relationships with peers

I get on well with other pupils (+)

I have recently been bullied (-)

I don't have any close friends (-)

4. Wellbeing

I enjoy being in school (+)

I often feel down and depressed (-)

I often think about hurting myself (-)

5. About Yourself

I know that I am good at something (+)

I feel comfortable with who I am (+)

I don't like myself very much (-)

6. Academic

I am coping well with all my subjects (+)

I feel overloaded by the homework that I receive (-)

I really don't get on with one or more of my teachers (-)

7. Free Time

I feel happy with the extra-curricular activities I do (+)

I feel that I have enough free time (+)

I feel overloaded by the extra-curricular activities I do (-)

8. Health

I feel fit and healthy (+)

I get enough sleep (+)

I often feel below my best (-)

9. Technology

I have a good balance between time on and off the screen (+)

I think I spend too much time gaming (-)

I worry about the things I look at on the internet (-)

10. The Future

I feel positive about the future (+)

I have confidence that my future will be happy (+)

I worry about where I am heading (-)

Is there anything else you would like to mention about your wellbeing or any worries that you have?

Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please select the answer that best describes your experience over the last 2 weeks.

	None of the time	Rarely	Some of the Time	Often	All of the Time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

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