

# Wellbeing and Mental Health Policy

## Policy statement

At Kings College, we are committed to our student's having successful futures so we prioritise building their resilience. Our ethos of Work Hard and Be Kind is central to our approach to create a welcoming and supportive community which allows students' voices to be heard. We work hard to provide a preventative approach to support everyone's wellbeing but also to ensure a staged support package is in place for those in need of extra support. By doing so we understand

that we all have a mental health and will experience times where we need to reach out for help from others, from a supportive conversation with a trusted staff member, to more specialist support from professionals in the wider community



## Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students.

## Key staff members

This policy aims to ensure all staff take responsibility to promote the wellbeing and mental health of students, however key members of staff have specific roles to play:

- Pastoral Leaders- Mr Stewart, Miss Hamilton + Mr Bland
- Designated Safeguarding Lead- Mrs Robberts, Mr Ferguson, Ms Francis, Mr Stewart, Miss Hamilton and Mr Bland
- SENCOs- Miss Denslow + Mr Bacon
- Mental Health First Aider- Mrs Robberts + Miss Hamilton
- Senior Mental Health Lead- Mrs Robberts
- PSHEe Coordinator- Ms Francis

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Pastoral Lead or Mrs Robberts as Designated Safeguarding Lead (DSL). If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## Pupil Passports

When a pupil has been identified as having specific cause for concern which requires targeted support, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that a Pupil Passport should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

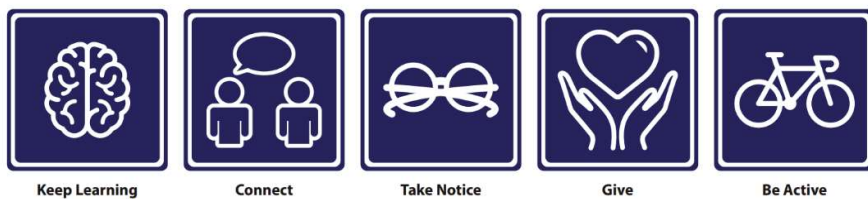
Suggested elements of this plan include:

- Need- Details of the pupil's situation/condition/diagnosis
- Strategies- Special requirements or strategies, and necessary precautions
- Protocols- Medication and any side effects, who to contact in an emergency, The role the school and specific staff

## Teaching about Wellbeing and Mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHEe curriculum, Pastoral Curriculum, Stamp Out Stress days and our peer mentoring programme.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.



### *Five Ways to Wellbeing*

Our Pastoral Curriculum is designed to support students to develop a sense of belonging within the school community and to 'Be Kind and Work Hard'. The NHS Five Ways to Wellbeing is central to tutor times with a session designed to promote wellbeing every cycle in which students experience a range of activities to develop a personal toolkit of strategies to enable them to become resilient in sourcing self-help

strategies in their lives. In addition, we run Stamp Out Stress Days each half term which enable students to join as a community and try new stress busting activities to ensure a continued and creative focus on supporting their wellbeing and develop resilience.



## Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school noticeboards, tutor time resources and through our social media, newsletters and website we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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

## Sources or advice and help at school

### School Support

At Kings, we offer a staged response to wellbeing and mental health needs inline with the Surrey Thrive Model. We acknowledge that as a school we are well placed to offer effective prevention and promotion to ensure our students and their families are 'thriving'. Our Pastoral and SEND Teams can also act to provide advice and signpost those that would benefit from 'getting advice' and we are able to offer school students that need to be 'getting help' within our school resources or by signposting to external support. We are realistic that we are not trained mental health experts and recognise that there are times when a student and their family will need to access specialist services for 'getting more help' or getting risk support' and we will support these students by making referrals to specialist teams, including Camhs and staying in contact with these professionals in order to support the student effectively in the school environment.



### Getting Advice

#### Tutors

Our tutor team act as our first point of contact for students and their families. They have the unique position of spending time with their tutees every day and are well placed to 'check in' with a student that is experiencing short term or initial difficulties. They work closely with the Pastoral Leads and wider Leadership Team at the school and can seek more advice for students and their families when needed. Parents and students are encouraged to speak to tutors to discuss any concerns they may have.

#### Pastoral Leads

Our Pastoral Leads act as mentor for the students in their year groups. They are well placed to check in with students during the day and will prioritise students that they are aware of having difficulties and liaise closely with parents/carers. This support is available for all students and is best suited to early or short-term experience, although more significant concerns can be discussed in order to help decide the possible options for more support. They are aware of a range of in school and community offers for support and are key in signposting targeted support. Pastoral Leads are the key staff to complete referrals for students for further support inside and outside of school.

### Senior Mental Health Lead

Our Senior Mental Health Lead (SMHL) is Mrs Robberts who has completed the DfE funded training. This has involved studying research at a national and local level in order to develop the whole school approach and ensure continuous review of the quality of provision in the school. The role oversees the vision and quality assurance for all stakeholders.

### Mental Health First Aider

Our Mental Health First Aiders are Mrs Robberts and Miss Hamilton are trained as Mental Health First Aiders. They have completed the Surrey County Council approved training through the Lucy Rayner Centre. This enables them to share expertise with Kings staff on how to work with student presenting with mental health needs by running training sessions for staff. They are also available to students that would like to access advice or possible referral to getting help in school or through specialist pathways.

### School Nurse

Our school nurse visits once a fortnight and students are able to book a slot with her to discuss their needs. This is accessed through the Pastoral Leads and is best placed for students that require advice regarding health needs.

### Eikon Worker

Our Eikon youth worker Kate Palmer runs preventative groups with identified groups of students to help them engage fully within the school community and have access to advice in a group environment such as Young Carers, LGBTQIA+ and friendship groups. Our Eikon Youth Worker is trained and supervised through EIKON which is an award-winning charity that has been working in local Surrey communities. Their vision is to develop happy, thriving and resilient young adults who make a positive contribution to society. Eikon groups and mentoring is best targeted to students that are experiencing difficulties establishing or keeping meaningful relationships within the school community.

### Home School Link Worker

Our Home School Link Worker, works with students and their families to develop support in school and to help with advice and access to services for families.

### TaMHS Consultation

All Surrey Schools have an allocated Targeted Mental Health in Schools (TaMHS) Primary Mental Health Lead. This is part of the project funded by the Department for Children, Schools and Families to support students and their families at an early stage. The Pastoral Leads are able to access a termly consultation for students presenting with ongoing early signs of mental health difficulties in order to access specialist advice on the best support on offer for them. This can include accessing the school offer, the Primary Mental Health Lead offering support or guidance about referrals for 'getting more help'. TaMHS are unable to work with students that are already referred to or supported by CAMHS.

## Eikon Mentors

Our school Eikon Youth Worker and additional volunteer Mentors provide mentoring within school hours for students. All mentors are DBS and fully trained by Eikon. They offer support and form a positive one to one relationship with student who may be experiencing difficulties in their lives and want to make a change. Mentors support young people in the following ways; Listen without judgement, help to work out what changes a young person wants to make in their lives and discuss ways to achieve these goals, encouragement and help to challenge themselves and provide Regular support in the form of weekly sessions. Eikon Mentoring is best used to support students with early signs of poor mental health, attendance or behaviour issues that are impacting on their schooling.

## Wellbeing Check Ins

Our Wellbeing HLTA, SENCOs and Deputy SENCO run Wellbeing Check Ins with student usually on a weekly basis for short term period. These comprise of a short mentoring style meeting to enable a students voice on their areas of concern and reflect on their achievements in order to problem solve and build their sense of success. These groups are best suited to students already on the SEN Support List with early signs of low mood or low confidence in order to build relationships within the SEND Staff Team.

## Getting Help

### Wellbeing Groups

Our Wellbeing HLTA has completed training through the Museum of Happiness in order to understand and help student develop their own wellbeing through group work activities and discussions. This is a short-term group work which is overseen by our SENCOs.

### Social Skills

Research has shown that having a sense of belonging helps with wellbeing, so we recognise that students that find it hard to understand social cues can be at risk of feel isolated. Our Wellbeing HLTA runs short term social skills groups with students to help develop their social understanding of others in a group setting. These groups are best suited to students with SEND Needs of SLCN, ASD or SEMH. Our SENCOs oversee these groups every term.

### Child Wellbeing Practitioner

Our Child Wellbeing Practitioner (CWP), Brenda Sweeney works to increase access to mental health and wellbeing support for children and young people. CWPs deliver low-intensity psychological interventions for mild to moderate low mood and anxiety disorders for short term support. The work is designed to help students develop practical strategies to support their own mental health. CWPs do not work with children that are already working with CAMHS or any other practitioner.

### Art Therapy

Our Art Therapist, Yuna Kim, works across Kings College and Guildford Grove working with students presenting with continuing feelings of low mood and anxiety who often have

experienced trauma in their pasts. This support is best placed for students whose family are able to also engage with initial and closing work in order to sustain the support longer term. Art Therapists do not work with children that are already working with CAMHS or any other practitioners.

#### Emotional Literacy Support Assistant (ELSA)

Our Emotional Literacy Support Assistant (ELSA) Miss Laurie offers a period of 6 weekly sessions to support the emotional needs of students. Students identify an area of their wellbeing that they would like to develop such as anxiety, friendships, anger etc and work is focused on this area. ELSA work is overseen by the Educational Psychology services in Surrey through regular supervision. ELSAs do not work with children that are already working with CAMHS or any other practitioners.

## Getting More Help

#### Educational Psychologist Consultation and/or referral

All Surrey Schools have an allocated Educational Psychologist (EP) allocated to the school. Our SENCO works closely with the EP to work with students presenting. Our EP is often prioritised for students with complex/significant learning needs and/or mental health needs that are having ongoing impact on their progress and/or behaviour that requires specialist support in order to review provision with potential for an application for an EHCP. Due to this there are a limited number of spaces every year for direct work but they also offer consultation to review school based approaches and provide greater insight and advice.

#### CAMHS Referral

We are able to support students and their families with referrals to Camhs where we have direct experience of the student difficulties. Referrals are also completed by GPs. Once a student is referred to Camhs current waiting times can be long so where possible students will have exhausted 'getting help' options although we understand that at times students experience sudden and significant mental health difficulties that mean that a referral to specialist must be prioritised as we are not trained mental health experts.

#### Local and National Support

there are a range of organisations and groups offering support, including the CAMHS partnership, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation. Please refer to <https://www.mindworks-surrey.org/> or to the Wellbeing and Mental Health Recommended Support links on our website.

## Accessing Advice and Support

Students, parents and staff are encouraged to speak to tutors and Pastoral Leads about any warning signs they become aware of. Staff, parents and students are able to submit a request for support for a student either by talking to the Pastoral Lead or Mrs Robbers or by completing the referral form on our website. Please note that all referral forms would then be discussed either in person or on the phone prior to arrange any advice or help but we understand that at times it can be easy to start asking for help in this manner.

## Managing disclosures and Confidentiality

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially in line with safeguarding procedure.

Parents must always be informed, but students may choose to tell their parents themselves first where appropriate. If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## Whole school approach

### Working with parents/carers

When parents are informed there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open



should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage. Ensure points discussed/agreed are added to the pupil's record and a Pupil Passport created if appropriate.

## Supporting parents/carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

## Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. At least one nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students. Suggestions for individual, group or whole school CPD should be discussed with Mrs Robberts who can also highlight sources of relevant training and support for individuals as needed.

## Staff Wellbeing

The wellbeing of staff is of central focus to Kings College as we know that when teachers experience positive wellbeing they are able to fully contribute to the school community and the learning and teaching of their students. For this reason we are committed to encouraging and enabling staff to look after themselves. We continuously review school systems to ensure that systems and procedures are kept simple and ensure that staff are not caused unnecessary stress. We promote wellbeing amongst staff at Kings by;

- Ensure a culture where everyone is valued and everyone is empowered to have a voice. Relationships are key at Kings College and everyone is treated with respect and kindness at all times.
- Being committed to clear communication focussed on in person messages are the primary and preferred option and the expectation that staff must not sent or receive emails between 5pm in the evening and 7am in the morning.
- Encouraging staff to join tutees on Stamp Out Stress days to take part of run activities that they enjoy
- Run annual audits through the MAT to understand staff perception or workload, communication and general job satisfaction, using such information to review the school priorities where needed.
- Accessing free staff health checks to ensure that staff feel able to prioritise their own physical and mental health.

- Create a good behaviour culture which includes running central systems for behaviour to ensure that teachers can prioritise teaching and feel empowered to teach classrooms with positive learning environments
- Committing to an effective but focused assessment and feedback system which is supported by marking days to help reduce workload.
- Offer a research informed CPD program and mentoring for ECT staff and those identified as needing further support
- Signposting support for staff that is confidential that they can access if or when they feel necessary:
  - <https://healthassuredeap.co.uk/>
  - Education Support Partnership Helpline a 24 hour free and confidential helpline for people working in education: 08000 562 561  
- [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Ensure opportunities to take part in non-work related activities with colleagues

## Policy Review

This policy will be reviewed every two years as a minimum. The next review date is September 2024. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs Robberts [m.robberts@kingscollegeguildford.com](mailto:m.robberts@kingscollegeguildford.com) . Any personnel changes will be implemented when required.