



Mental Health and Wellbeing Policy

Introduction and Aims

We aim to provide a diverse and enriching education that allows individuals to develop their potential, work productively and creatively, build strong and positive relationships with others, as well as experiencing and contributing to all aspects of school life. This is enhanced when an individual is able to fulfill their personal and social goals and achieve a sense of purpose. This policy follows the guidance given in the Mental Health and Behaviour in schools, November 2018 by D of E.

Mental health is a “state of mental well-being [levels of happiness] that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community” (World Health Organisation, 2022). Mental health forms an integral part of an individual's wellbeing, their ability to solve problems and build relationships. Mental health “exists on a complex continuum, which is experienced differently from one person to the next” (WHO, 2022). Therefore, as a school we must nurture the mental health of all parties and work towards building resilience amongst all.

Mentally healthy pupils are not only those with the absence of a mental health problem. They also have the ability to be confident in themselves, resilient to problems they face, use a range of emotions appropriately and have helpful strategies on hand to manage issues of everyday life. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

Childhood and adolescent mental health issues

Although we want all young people to be happy, healthy and thriving, there are some common mental health issues that young people can struggle with. These may include:

- Anger Management issues
- Anxiety disorders (e.g. anxiety, phobias, panic, and school-phobia)
- Depression and bi-polar disorder
- Self-harm (including suicidal thoughts, behaviours, cutting, disordered eating and reckless/risk-taking behaviour)
- Obsessive-compulsive disorder (obsessions, compulsions and personality characteristics verging on the panic threshold all the time)
- Post-Traumatic Stress Disorder
- Stress
- Schizophrenia (abnormal perceptions, delusional thinking, thought disorders)
- Hyperkinetic disorders
- Attachment disorders
- Substance misuse

As a school, we cannot diagnose these conditions as we are not medical professionals. However, we strive to recognise signs early so we can nurture the needs of all students and staff to ensure appropriate support is in place.

Whole-School Approach

At School we hope to foster positive relationships with friends and staff. We support good life habits and hope to provide essential opportunities to experiment and learn from success and failures. This is considered when writing School Policies and the subject curriculum. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy' where students, staff and parents can share concerns without judgement.

Roles and Responsibilities: All Staff

Kimbolton School has a whole-school wide approach to support mental health and wellbeing of all in our care. All staff have the knowledge to report concerns around mental health of students using the correct procedure. If staff have a concern about a child, they will initiate contact with the Safeguarding Team, Mental Health Lead and their tutor. From there, the Mental Health Lead and tutor will investigate and ensure contact is made with appropriate adults at home. If necessary, the Safeguarding Team will oversee and run the interventions if it is a safeguarding matter.

We follow the Department of Education's policy to have a Mental Health Lead at the school, who has undertaken the 'DfE Mental Health Lead Training'. The Mental Health Lead ensures that staff, pupils and parents are aware of the procedures to access early help. The Mental Health Lead also undertakes staff training to ensure they are capable and comfortable in addressing behaviour around the school to nurture our whole school approach.

The school has a designated Wellbeing Team (Staff) who are trained under the Mental Health Lead and oversee pupils that have been identified as possibly struggling with their mental health and wellbeing. The team are based across most departments of the school to ensure all staff have easy access to support and advice when needed. The Mental Health Lead is also responsible for training of L6th Wellbeing Mentors who support younger students as we recognise that young people often seek support from their peers before adults.

Roles and Responsibilities: Tutors

The School gives all pupils the opportunity to access help through the School's strong and effective pastoral system. Support is available from their tutor or Hm (Senior School), as well as their teachers, Deputy Designated Safeguarding Leads, Mental Health Lead/Wellbeing Team or via the Health Centre (which includes the Prep Nursing team).

This gives us the ability for early intervention, support and recognize training opportunities for staff. Support for vulnerable pupils is provided through liaison with the School nurses,

School doctor and external agencies. Staff can access *Supervision* through the School Counsellors to support with challenging situations.

The Mental Health Lead also ensures that all areas of pastoral support are working together to support our young people, including the nurses, tutors and Hm (Senior School).

Classroom practice

Staff are given training on identifying mental health issues and given information on how best to support students. In-Class Strategies are provided to all teachers in the Mental Health Lead's folder on the drive and paper copies given to staff. The document is referred back to in staff meetings. Twilight CPD on strategies and early intervention is available to all staff. The PSHE curriculum covers mental health issues at various ages to ensure students develop empathy and compassion for those struggling as well as develop self-awareness of their own mental health. Lessons are designed to break down stigma surrounding mental health and all staff have the tools to address prejudice surrounding mental health.

Steps

Recognising when a child is suffering from mental health problems can be challenging, but teachers and tutors are often the 'front line' of identification. As an integral part of their pastoral role and in accordance with child protection training and professional responsibilities, staff should be alert to the signs of possible mental health difficulties. Any concerns should be raised with tutors, School nurses, or to a DSP in cases that they feel may be a cause for concern. If you have concerns for a pupil:

- Mental health is a child welfare matter and it is every member of staff's duty to act. Seek advice if unsure.
- Share concerns with the pupil and be prepared to listen.
- Share Wellbeing Card (Appendix 1) to students with concern so they can make a choice about who they gain support from. All Hms, DSPs and the nurses have printed copies of the Wellbeing Card (Appendix 1) and they are in the Nerve Centre.
- Explain to the pupil that it may not be possible to keep any information given confidential. Information will be shared on a 'need to know' basis and the pupil will be informed of the reasons why.
- If the problem persists or is greater than first envisaged (e.g. a sympathetic ear or some extra help with work), then advice should be sought. This could be via the School nurses, Mental Health Lead and/or a DSP.

Step 1: Report

- Staff who has a concern to inform Mental Health Lead, Tutor and Hm in Senior School / Senior Deputy Head in Prep School who will then discuss as a team how to support the child.
- Talk to child and/ or parent if age appropriate about concerns, offer a listening ear. Give student the Wellbeing Card (Appendix 1)
- Encourage student to email the counsellors (counsellors@)
- MH Lead to assign a Wellbeing Mentor (L6th) if appropriate as a form of support.

- Write up concern via email to Mental Health Lead and cc in DSPs.
- If appropriate add a concern via Engage Daybook with a brief note of concern.

Step 2: Information Gathering

- The Mental Health Lead, DSPs and House staff (Tutors/Hms) to collect background information on the student including Tutor/Hm to have a 1:1 check in with the student.
- Discussions among staff involved including Nurses regarding next steps and intervention.
- A 'watching brief' can be given at this stage if the student is managing with interventions already and comfortable in talking to their trusted teachers.
- If develops further or persistent go to step 3.

Step 3: Further Support

- Encourage pupil to see the School counsellors, trusted teacher or the Mental Health Lead again.
- Wellbeing Team member will be assigned to the pupil, to work with them and their Tutor/Hm to ensure strategies are being shared with the student.
- Wellbeing Team member can lead 1:1 sessions with strategies such as grounding techniques, external support such as CAMHs, GP, local organisations.
- Share the Local Support Numbers sheet with student, Tutor/Hm and parents to ensure they have both support in and out of school. (found in on Sharepoint Staff Documents > Senior Admin > Wellbeing > Support Numbers).
- Wellbeing Team member to work with MH Lead to inform of how the student is doing.
- Add notes on CPOMS with list of concern and intervention.
- Tutor to inform teachers of struggle and keep an eye on in lessons.

Step 4: Safeguarding and Wellbeing Team Intervention

- Pupil to let parents know and DSL has confirmation of this if this has not already happened at Stage 3. Health Centre or Tutors/Hms may support or tell the parent if requested by the student.
- If the pupil is under 16 and is unwilling to follow the steps, or is showing no signs of progression, then the Nursing team or DSPs may jump to step 3: however, the pupil will be informed of all action taken.
- Whilst we wish to respect pupil's wishes to keep issues confidential, we also recognize that mental health problems may mean that the pupil involved does not have the ability to recognise the need for help.

Step 5:

- Continued support of the pupil in school. Communication with parents about support available outside of school. Tutor given guidance on how best to assist student.

Whole-School Opportunities for Positive Mental Health

As part of our whole-school approach to Mental Health, students have access to support from peer groups, clubs and trusted adults across the school. The Mental Health Lead is in charge of training and assigning L6th Wellbeing Mentors to give peer support to those struggling. There are also Mental Health Workshops on offer after-school to help students discover positive coping strategies to apply in their life. PSHE is taught to a high standard at Kimbolton School. There are designated lessons and external speakers across all year groups to break the stigma around mental health, so we can continue to adopt a 'talking-school' approach.

Reviewed September 2023

Headmaster

Appendix 1 –

WELLBEING SUPPORT – INTERNAL SUPPORT

1. Speak to your tutor or trusted teacher
2. Speak to a prefect
3. **Speak to the Wellbeing Team (wellbeingteam@)**
4. **Speak to the Health Centre (nurses@)**
5. Speak to Mrs Davidson-Smith (Mental Health Lead, ecw@)
6. Speak to the Safeguarding team (Mrs Hadden, Mr D'Arcy, Mr Mills, Mrs Lace, Mrs Garland, Mrs Watson)
7. Email counsellors if you want support: counsellors@Kimbolton.cambs.sch.uk
8. Speak to the Chaplain (chaplain@)

Attend some of Kimbolton's amazing wellbeing support:

- Wellbeing Club
- KimPride
- Wellbeing Workshops
- Sports clubs
- P4C
- Range of Art Clubs

MENTAL HEALTH MATTERS



WELLBEING SUPPORT – EXTERNAL SUPPORT

- Kooth App
- FINCH App (great for self care and anxiety)
- Every Mind Matters - <https://www.nhs.uk/every-mind-matters/>
- Young Minds <https://www.youngminds.org.uk>
- Anxiety UK (16-18+)
- No Panic–No Panic Youth Helpline: **0330 606 1174**
- Self-Care: <https://www.annafreud.org/on-my-mind/self-care/>
- Child Line: 0800 1111, <https://www.childline.org.uk>
- Centre 33: <https://centre33.org.uk/>

Apps:

- Virtual Hope Box
- Headspace
- I am – Daily Affirmations
- Hub of Hope App – Finding services to help in your area
- Get Self Help – www.getselfhelp.co.uk
- Dragon in the Attic – how to make right choices for mind and body 8–12-year olds
- For Me – created by Childline
- SuperBetter – app to help build resilience to become stronger, happier and healthier
- Games on your phone (distractions)
- Think Ninja

MENTAL HEALTH MATTERS

