



## **Kendrick School**

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## Mental Health and Emotional Wellbeing Policy- Kendrick School

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## 1.0 Policy statement

At Kendrick School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors (our school community). Our ethos and culture allow students' voices to be heard, and using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

## 2.0 Scope

This policy is a guide for the school community outlining Kendrick School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with the following school policies:

- Behaviour and Relationship Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Curriculum Learning and Teaching Policy
- Disability Equality Policy
- Equality Policy
- Internet and ESafety Policy
- SEND Policy
- Staff Code of Conduct and Personal Behaviour
- Supporting Student with Medical Conditions Policy
- Whistleblowing Policy

## 3.0 Policy Aims

- Promote positive mental health and emotional wellbeing to our school community.
- 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.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- 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 and raise awareness of resilience-building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting, underpinned by behaviour and welfare around school.

## 4.0 Key staff members

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

Headteacher	Ms Christine Kattirtzi
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Deputy Headteacher and Designated Safeguarding Lead (DSL)	Mr Nick Simmonds
Pastoral Leaders	Mrs Gillian Hearn, Head of Sixth Form (Deputy Designated Safeguarding Lead) Mr Will Stride, Head of Year 11 (Deputy Designated Safeguarding Lead) Mrs Catherine Cooper, Head of Year 10 Mme Sylvie Hulley, Head of KS3 (Deputy Designated Safeguarding Lead)
SENDCo	Ms Yvonne Le Croisette
PSHCE Coordinator	Mrs Claire Lace
Enrichment and Wellbeing for the Sixth Form	Mr Jacob Duncan
Senior Mental Health Lead	Mrs Amanda Emberson-Powney
Student Welfare and Attendance Officer	Mrs Jo Hackett (Deputy Designated Safeguarding Lead)
Mental Health and Wellbeing Governor	TBC

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Head of Key Stage/Head of Year.

If there is a concern that the student is high risk or in danger of immediate harm, the school's Safeguarding and 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.

Where a referral to Children and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by Mr Nick Simmonds, DSL and Mrs Jo Hackett, DDSL and Student Welfare and Attendance Officer.

## 5.0 Individual Care Plans

When a student has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is helpful for an Individual Care Plan to be drawn up, unless a SEND passport already contains this information. The development of the plan should involve the student, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the student's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff can play
- The role that parents and carers can play

## 6.0 Teaching about 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 PSHCE curriculum.

Our PSHCE leads follow the guidance issued by the PSHE Association to prepare staff to teach about mental health and emotional health safely and sensitively.

<https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks3-4>

Incorporating this into our curriculum, including assemblies, at all stages is how we 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.

## 7.0 Signposting and Support

We ensure that our school community is aware of the support and services available to them, and how they can access these services by:

- Focussing on a wellbeing or mental health topic each term and communicating this to our school community by:
  - A Mental Health and Wellbeing newsletter
  - Weekly email addressing the topic to students
  - Assemblies and tutor time
  - Information events (remote) for parents
  - Training for staff
- Taking part in national and international awareness events such as Children's Mental Health Week (February), Safer Internet Day (February), World Mental Health Day (October), Anti-Bullying Week (November) and other initiatives as appropriate
- Raising awareness of support available inside and outside of school to students via posters and emails.
- Raising awareness of support available for parents via our weekly update and website.

The aim of this is to ensure our school community 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

## 8.0 Sources of Support at School and in the Local Community

### Sources of Support at School

**DSL:** The DSL is Mr Nick Simmonds, Deputy Headteacher. Mr Simmonds has a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The DSL is supported by four Deputy Designated Safeguarding Leads. All staff and students are made aware of who the DSL and the deputies are and how to contact them through assemblies and posters throughout the school. Students can make contact through [studentwelfare@kendrick.reading.sch.uk](mailto:studentwelfare@kendrick.reading.sch.uk) or talk to any member of staff.

**SENDCo:** The Special Needs and Disability Coordinator (SENDCo) is Ms Yvonne Le Croisette ([ylcroisette@kendrick.reading.sch.uk](mailto:ylcroisette@kendrick.reading.sch.uk))

**Heads of Key Stage/Year/ Tutors:** The role of the tutor is of the utmost importance and is the first point of contact over any issue (for parents and for staff). Our intention at Kendrick is that there is a close and caring relationship between the student and their tutor which will support the student during their life at Kendrick.

Regular tutor meetings, documentation of all information, formal and informal discussions, regular one-to-one student profiling, reports and tutor involvement in their form's PSHCE programme all help to create the conditions which enable this relationship to flourish. The Key Stage Leader or Head of Year oversees the whole process and is the next point of contact after the tutor.

**The Student Welfare Team (SWT):** The SWT is made up of support staff based in both the General Office and Sixth Form Office, who are available to help students with any emotional issues they are experiencing or with well-being support. The Head of Years can refer a student to the SWT or a student can contact them directly either by coming to the General Office or Sixth Form building, or by emailing [studentwelfare@kendrick.reading.sch.uk](mailto:studentwelfare@kendrick.reading.sch.uk).

**The Base:** The Base in Sidmouth House is a Student Welfare Room and is a safe space that can be used as required by agreement of the Student Welfare Team or Head of Key Stage 3, 4 or 5.

**School Nurse:** We have available to us the services of a school nurse from Reading's School Nursing Team, one day a week. The school nurse is a regular visitor to the school and is involved and participates in aspects of the PSHCE programme. Appointments to see the nurse can be made via the school office for those who wish to discuss matters of a private and confidential nature.

**Counsellors:** To support our students, counsellors from **No. 5** Youth Counselling Service ([www.no5.org.uk](http://www.no5.org.uk)) are available for 20 hours a week. Students are able to access this service by contacting the Student Welfare and Attendance Officer.

**Kendrick Student Leaders Student Welfare Committee:** A team of Sixth Form students who work with the SWT, with the aim of ensuring that every student at Kendrick feels comfortable and cared for in an environment in which they can be open about their health and are surrounded by ample resources to aid them.

## Sources of Local Support

In Reading, there are many 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.

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/>

## 9.0 Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the tutor or Head of Year/Key Stage Leader in the first instance.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## 10.0 Managing disclosures

If a student chooses to disclose concerns about their own mental health, or that of a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

Staff should focus on listening in the first instance, rather than thinking about giving advice or offering solutions. Our first intent should be on the provision of a safe and secure space to discuss the student's concerns and promoting their emotional and physical safety.

All disclosures will be recorded confidentially using the appropriate system relevant to the need of the student.

- Date
- Name of member of staff to whom the disclosure has been made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

## 11.0 Student Confidentiality

Disclosures related to mental health and wellbeing should be discussed with the tutor or Head of Year/Key Stage. We would explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with. It may also be necessary to pass on concerns about a student to external services, to ensure that the student receives the best possible support and to ensure safeguarding. In both instances, we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them
- When the information will be passed on

There may be occasions where a student refuses to consent to information being shared, or where it is not possible to gain their consent. Examples may include receiving information indicating a student is at serious risk of harm, but is not currently present at the school, or it is clear that the student is at risk of harm but does not want anyone else to be

informed. The safety of students is our priority, and we will therefore share information when we believe that a student is at risk.

We would always give students the option of us informing parents or carers either initially on their behalf, or with them. If a student wishes to speak to their parent/s or carer/s themselves, before concerns are raised the school, the student should be given 24 hours to share this information before the school contacts their parents or carers.

## **12.0 Whole School Approach**

### **12.1 Working with parents/carers**

We recognise the importance of working with and supporting parents and carers as part of our whole school approach to mental health and wellbeing. In order to support parents and carers, we will:

- Ensure that this policy is available in accessible formats including multiple languages if required
- Make the policy, and other sources of information and support about common mental health issues, available in a prominent position on our school website
- Involve parents and carers in the ongoing review and development of this policy
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child
- Ensure that parents and carers are involved in our whole school approach to mental health and wellbeing
- Ensure that parents and carers are aware of the support available within the school and externally
- Share ideas about how parents can support positive mental health in their children through the information we share with them
- Keep parents and carers informed about the mental health topics their children are learning about in PSHCE and share ideas for extending and exploring this learning at home
- Provide opportunities for parents to be involved in any training or other activities which may help them support their child's mental health
- It may be necessary to inform parents or carers of any concerns relating to the mental health of their child. In this event, we will be sensitive in our approach. Before disclosing to parents or carers we should consider the following questions (to be adapted on a case-by-case basis):
  - What are the aims of the meeting?
  - Can the meeting be held face to face? This is preferable, subject to any restrictions.
  - Where would be the best environment to conduct the meeting? At school, at their home or somewhere neutral?
  - Who should be present? Consider parents and carers, the student, relevant members of staff.

We will highlight further sources of information and give them information to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that we are sharing. Sharing sources of further support aimed specifically at parents and carers can also be helpful too, e.g., parent helplines and forums.

We will provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents and carers often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.



## 12.2 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

## 13.0 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. Amanda Emberson-Powney, Administration and Admissions Manager and Executive Assistant, has undertaken professional Mental Health First Aid training and has been trained by the Anna Freud Centre as the Senior Mental Health Lead. Jo Hackett (Attendance and Welfare Officer) has completed Mental Health First Aid training from MHFA England. The Student Welfare Team undertake and receive regular mental health training including understanding self-harm, eating disorders, anxiety and panic attacks.

We will share information and training 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 appraisal management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we hold sessions on INSET days for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the Senior Leadership Team who can also highlight sources of relevant training and support for individuals as needed.

## 14.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is 15/01/2025

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Amanda Emberson-Powney.

Any personnel changes will be implemented immediately.