



**KEN STIMPSON
COMMUNITY
SCHOOL**

Well-being Policy

November 2019

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Well-being Policy

Policy Statement and Introduction

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organisation)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We aim not to diagnose but instead be pre-emptive and proactive in supporting young people.

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

Scope

This document describes Ken Stimpson Community School's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our Child Protection Policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND Policy where a student has an identified special educational need.

This Policy Aims to:

- ♣ Promote positive mental health in all staff and students
- ♣ Increase understanding and awareness of common mental health issues
- ♣ Alert staff to early warning signs of mental ill health
- ♣ Provide support to staff working with young people with mental health issues
- ♣ Provide support to students suffering mental ill health and their peers and parents/carers

Pastoral support for all members of Ken Stimpson Community School is fundamental to the aims and ethos of the school. We believe that a well-supported, valued staff body with a clear and shared purpose is best placed to promote emotional well-being of pupils in their care.

Key Members of Staff

Whilst all staff have a responsibility to promote the mental health and well-being of students, staff with a specific, relevant remit include:

- ♣ Mr J Treliving – Designated Safeguarding Lead / SENCO / Assistant Principal
- ♣ Ms R Mehuri – Deputy Designated Safeguarding Lead / Business Manager
- ♣ Mr P Swift – Designated Mental Health Lead / Assistant Principal
- ♣ Mr C Gregg – Safeguarding Governor
- ♣ Mrs J Boorman – Lead First Aider
- ♣ Mrs R Patman – Student Mental Health & Well-being Mentor
- ♣ Mrs L Gregg – Student Mental Health & Well-being Mentor
- ♣ Mrs S Brackenbury – Student Mental Health & Well-being Mentor

Any member of staff who is concerned about the mental health or well-being of a student should speak to a Student Mental Health & Well-being Coordinator in the first instance. If there is a fear that the student is in danger of immediate harm, then **the normal child protection procedures should be followed** with an immediate referral to the Designated Child Protection Officer or the Principal. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by a member of the pastoral team.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Various activities are completed throughout the year utilising the tutor time/registration lesson, coinciding with national events such as Mental Health Awareness Day/Week, with outcomes shared to various stakeholders through the school's social media and newsletters.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas such as common rooms and toilets and will regularly highlight sources of support to students within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

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

Physical signage around the school campus, posters on display in classrooms, presentations within assemblies and discussions within tutor time will all contribute to raising the awareness of the support available to students. We are committed to reviewing and evaluating the support strategies offered to students at regular intervals. Staff training and information displayed within the staff room will help raise awareness of the support offered to members of staff within the school, too.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns via the CPOMS system.

Possible warning signs **may** 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

Concerns relating to the well-being of staff should be reported directly to that staff member's line manager.

Staff Wellbeing

There is an active focus on the wellbeing of all staff within the school and the Senior Leadership Team are committed to ensuring staff have a healthy work-life balance. Different initiatives and events are implemented throughout the year that encourage staff to reflect and adapt their working practices and take time to refresh. A wellbeing school charter is under development to bring these initiatives in line with each other.

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 in order to enable them to keep students safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our CPD package and additional training will be offered throughout the year where it becomes appropriate due to developing situations with one or more students.