

Mental Health and Wellbeing Principles at Cirencester Kingshill School

“Mental health is a state of wellbeing 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 his or her own community.” World Health Organisation

Policy Statement

At Cirencester Kingshill School we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our culture welcomes the voices of our pupils and staff to be heard, and through the use of effective policies and procedures, we ensure a safe and supportive environment for the whole school community. We recognise that many people will suffer from some mental health issues at different points in their lives; some will be able to find their own appropriate coping mechanisms whilst others will need some degree of support. With this in mind, at Cirencester Kingshill School, a range of support is offered according to need.

PART 1 – PUPIL POLICY

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Children and Families Act 2014

Health and Social Care Act 2012

Equality Act 2010

Children Act 1989

The policy has been created with regard to the following DFE guidance:

Keeping Children Safe in Education 2020

A Whole School Framework for Emotional Wellbeing and Mental Health (NCB)

Mental Health and Behaviour in Schools 2018

What works well in promoting social and emotional wellbeing and responding to mental health problems in school – Professor Katherine Weare

HM Government Wellbeing Return for Education training led locally by Gloucestershire County Council and MindEd

Cultures and Structures at Cirencester Kingshill School

Whilst the policy aims are specifically referencing mental health and wellbeing, it is widely acknowledged by the DFE the importance of ‘cultures and structures’ in order for school to promote emotional wellbeing and good mental health. These include:

- A school culture where all pupils are valued equally and a sense of belonging is encouraged.
- An ethos where pupils are encouraged to achieve the best that they are capable of

- Effective working of the SENCO in ensuring that all staff are aware of their responsibilities to children with SEND
- Working with parents and carers as well as pupils
- Continuous professional development of staff that ensures everyone understands the shared responsibility we all have for pupils' wellbeing
- A clear system and process to support pupils

At Cirencester Kingshill School we make every effort to ensure all the above is met. It can be seen in our school ethos, the Our Values statement, the school motto 'Striving for Excellence' and our wider school policies including Child Protection Policy, School Discipline and Behaviour Policy, SEND Policy, RSE Policy, Medical Needs Policy, SMSC Policy, Teaching and Learning Policy and Attendance Policy. Our system of pastoral care is based upon the belief that pupils are able to achieve their best when happy, secure and confident. We have highly developed pastoral systems that ensure every pupil's progress and welfare is closely monitored.

Policy Aims

- Promote positive mental health and emotional wellbeing within the whole 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 pupils
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide support to pupils with mental health issues and know where to signpost them and their parents for specific support

Key Staff Members

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

Pastoral Staff

Designated Safeguarding Lead

Inclusion Staff

SENCO

Emotional Behavioural Support Manager

PSHEE Co-ordinator

Attendance Officer

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the pupil's Head of Year. If there is a concern of a safeguarding nature, child protection procedures must be followed by contacting Debbie Christopher (DSL) or Jeremy Morland (Deputy DSL). If the child presents as a high risk medical emergency relevant procedures must be followed in consultation with Senior Assistant Heads.

Individual Care Plans

Occasionally a medium/high level of need might be identified. This may need to be supported by an Individual Health Care Plan or Individual Profile or MyPlan/MyPlan+. This will be drawn up by the parents, pupils and relevant professionals.

Creating a supportive whole school culture

- Senior leaders will clearly communicate their vision for good mental health and wellbeing with the whole school community.
- As a school we will use various strategies to support pupils who are experiencing high levels of psychological stress, or are at risk of developing SEMH issues. This will include:
 - Teaching about mental health and wellbeing through curriculum areas such as PSHEE/RESPECT, PE, English, Science and Drama.
 - Counselling
 - Positive classroom management
 - Developing pupils' social skills
 - Mentoring support
 - Working with parents
 - Year 10 Buddies and the subsequent peer mentoring roles that they take on with year 7
 - Assemblies and tutor activities
 - **The 5 Rs approach** (Appendix 3) that considers:
 - Relationships** – Reaching out to others for help
 - Recognition** – Noticing signs of distress
 - Reflection** – Self-awareness and choices (agency)
 - Regulation** – What is in place to help from the school
 - Resilience** – To be able to recover quickly
- The School Discipline and Behaviour Policy and Anti Bullying Policy includes measures to prevent and tackle bullying and a graduated response to behaviour issues.
- Signposting is used to make pupils, staff and parents aware of support and services available to them. Within the school e.g. noticeboards, via face to face communication and through our communication channels e.g. newsletters, web site we will share and display relevant information.

Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert either the named key worker/Head of Year/ Senior Assistant Head.

Possible warning signs include:

- Anxiety
- Low mood
- Being withdrawn
- Unable to make choices
- Isolating themselves
- Poor personal presentation
- Daydreaming
- Task avoidance/motivation
- Challenging behaviour
- Mood swings
- Non compliance
- Physical/verbal aggression
- Eating issues – weight changes
- Fatigue
- Lack of empathy
- Lowering of academic achievement
- Expressing feelings of failure
- Lateness to or absence from school
- Neediness

The identification process

It is important to recognise from the onset, that staff are not being asked to diagnose a child's mental health condition. Rather, as a school, we are only attempting to identify a possible need and offer early help to prevent the issue becoming an attendance issue or something more. It is widely recognised that getting support in a timely fashion can stop a mental health condition from developing further. A starting point is the use of the Psychologically Informed First Aid (PFA) model that identifies a three step approach:

1. LOOK
For signs of distress
2. LISTEN
Even for a short time can be great. Use good empathy. Build understanding. Be kind.
3. LINK
Them to sources of support. Remember community activities like clubs, faith groups, physical activities. Charities and statutory agencies. On line resources.

Some conditions may have already developed into a more serious nature so it is important to have a graduated approach. As a school we will use a Pyramid of Need provision:

Cirencester Kingshill School – Pyramid of Need Provision

High-level Need

Pupil needs support from external agencies. School works in partnership.

Medium-level Need

School's own staff including our Emotional Behavioural Support Manager and regular visiting support staff such as the School Nurse, provides support, including signposting if necessary, using recognised interventions. An Individual Care Plan may be agreed.

Low-level Need

Pupils showing wellbeing low-level needs. Class teachers and TAs to 'keep an eye'. Lesson observation may be requested. Light touch from our Emotional Behavioural Support Manager.

Whole-School Provision

Positive 'culture and structures' within the school that encourages positive wellbeing in all with a key emphasis on building resilience and self-esteem.

Vulnerable Groups

Certain groups within school might be more susceptible to increased risk of SEMH difficulties. These include:

- Pupils who have experienced Adverse Childhood Experiences (ACEs)
- Children in Need/Children on Child Protection Plans
- Looked after Children or Previously Looked after Children
- Some SEND pupils
- Socio-economically disadvantaged pupils e.g. those in receipt of FSM or PP pupils

Managing Disclosures and Confidentiality

If a pupil chooses to disclose concerns about themselves or a friend to a member of staff, the response should be calm, supportive and non-judgemental. The details should be logged and relevant member of staff made aware. If a member of staff feels a pupil is 'at risk' the school's child protection processes must be used.

Supporting Peers

When a pupil is suffering from a mental health issue, it can be a difficult time for friends and peers. Friends often want to support but don't know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider best approach on a case by case basis. Support will be offered either in one to one or small group settings, and may involve conversations with parents/carers.

Working with Parents/Carers

- The school will work with parents/carers wherever possible to ensure there is a 'joined up' approach
- The school will make parents/carers aware of the support available for pupils' wellbeing within the school framework
- Information regarding pupil wellbeing will be clearly available on the School website as well as any 'Parent support' that school is aware of
- Parents/carers will be included in any pupil feedback
- Where deemed necessary, parents and pupils may be expected to seek and receive support elsewhere, including their GP, NHS services, trained professionals working in CAMHS and other sources

Training

- The school ensures that all necessary staff have a clear understanding of the needs of all pupils, including those with SEMH needs
- Clear processes are established in the school to ensure staff can help to identify pupils who may have SEMH symptoms and know what action to take
- CPD is encouraged to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concerns and know what to do if they believe they have spotted a problem

APPENDIX A

Common SEMH Difficulties

Anxiety

Refers to feeling fearful or panicked, breathless, tense, fidgety, sick, tearful, difficulty sleeping. Anxiety can significantly affect a pupil's ability to develop, learn and sustain and maintain friendships.

Depression

Refers to feeling excessively low or sad. Depression can significantly affect a pupil's ability to develop, learn or maintain and sustain friendships. Depression can lead to other issues such as behavioural problems. Motivation/hopelessness

Hyperkinetic Disorders

Refer to a pupil who is excessively easily distracted, impulsive or inattentive.

Attachment Disorders

Refers to the excessive distress experienced when a child is separated from a special person in their life, like a parent. Pupils suffering from attachment disorders can struggle to make secure attachments with peers.

Eating Disorders

A serious mental illness which affects an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a pupil's life. It is relatively easy to notice a child who is losing weight but we need to remember that some pupils will present as 'healthy weight' but may be purging following food intake.

Substance misuse

Use of harmful substances e.g. drugs and alcohol

Deliberate self-harm

Infliction of intentional pain on self

Post-traumatic stress

Recurring trauma due to experiencing or witnessing something deeply shocking or disturbing to them (to another person this might seem relatively insignificant). If symptoms persist, a person can develop post-traumatic stress disorder

PART 2 – STAFF POLICY

Introduction

This policy will apply to all employees working in Cirencester Kingshill School.

As the employer of staff at Cirencester Kingshill School, the Governing Body (Employer), recognises the statutory responsibilities related to employment. Day-to-day management of staff is delegated to the Headteacher and line managers in Cirencester Kingshill School. Throughout this document, reference is made to the responsibilities held by the Headteacher for operational purposes. Ultimate responsibility rests with the Governing Body.

The Governing Body of Cirencester Kingshill School are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

Members of the teaching and support staff are entitled to be treated fairly and professionally at all times. The Governing Body takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

These include and are not limited to:

Staff Attendance; Sickness Absence – Teaching and Support Staff; Time Off for Dependents; Discretionary Leave; Health and Safety Policy; Conduct Procedure; Staff Grievance Procedure; Whistleblowing Procedure; Stress Management Procedures

Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

Staff Pay Policy; Performance Management Policies for Teaching Staff, Teaching Assistants and Support Staff; Behaviour Policy; Safeguarding Children; Shared Parental Leave, Maternity, Paternity, Adoption Policies; Staff Continued Professional Development Policy; Flexible Working Policy; Equality and Diversity; Time Off in Lieu

All policies are published on the Q Drive \ All Staff \ Policies or on the school website.

Legal Framework

Pieces of legislation that will be considered when promoting positive mental, physical and emotional wellbeing amongst staff include, but are not limited to:

- The Health and Safety at Work Act;
- The Equality Act;
- Working Time Regulations;
- Employment Rights Act;
- Employment Relations Act.

Policy Aims

This policy aims to:

- Provide a working environment in which staff wellbeing is supported, which enables staff to carry out their duties effectively and which creates a sense of belonging to their workplace and school
- Recognise the key role of the Headteacher/Senior Leaders/Line Managers for their responsibilities by enabling access to guidance, training and support.
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.

- Comply with all statutory requirements.
- Develop and maintain a positive health and safety culture through regular communication and consultation with staff.
- Identify the hazards that could lead to poor staff health and wellbeing and reduce these where possible.
- Develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are supported in order that they may seek any help and support they need.
- Help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental health and wellbeing.
- Develop a healthy, motivated workforce who are able to deliver a high standard of education to all pupils and who also feel confident they are taking the right decisions when supporting pupils experiencing complex issues
- Provide staff with induction, training or support to help staff deal positively and confidently with stressful incidents.
- Encourage and provide, through the performance management cycle, appropriate staff development.
- Encourage staff co-operation and teamwork.
- Provide a safe and supportive environment for staff.
- Protect staff from discrimination.
- Respond sensitively to external pressures which may be affecting the lives of staff
- Ensure that all staff are aware of the policy through regular promotion on staff notice boards and electronic systems.
- Make all staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing.

Roles and Responsibilities

The Governing Body has appointed Education Personnel Management and Gloucestershire County Council's Occupational Health Services, who will either directly or through the Head of Personnel:

- Provide the necessary professional advice, support and training to the Governing Body and all school staff as and when required.
- Assist with the referral of staff to Occupational Health, counselling or mediation when appropriate.
- Assist in the formulation of return-to-work programmes and provide advice on the implementation of statutory requirements.

The Governing Body shall:

- Ensure this policy is implemented and procedures are in place that recognise and deal with the issue of common mental and physical health problems, which will include: consideration of organisation of work; health risk assessment where appropriate; early recognition for staff with common mental and physical health problems (which may require training); and interventions that include short-term rehabilitation and return-to-work plans and longer-term reasonable adjustments.
- Actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable in asking for help.
- Act early and provide consistent support.
- Enlist the support of Education Personnel Management and Gloucestershire County Council's Occupational Health Services, when appropriate, and ensure staff are able to access this support.
- Ensure that staff roles and responsibilities are clearly defined.
- Attend regular training on health and wellbeing in schools.
- Ensure that all of Cirencester Kingshill School's policies are considered for workload impact.
- Take into account the equality implications of any policies introduced and monitor on a regular basis.
- Develop a wellbeing strategy to include a provision of benefits offered to staff – See Appendix 1
- Ensure the policy is monitored, evaluated and reviewed on an annual basis, in the light of changing needs and legislative frameworks.

The Headteacher shall:

- Recognise the value of good management practice with systems in place to effectively manage staff and encourage a partnership approach with staff, workplace unions and Cirencester Kingshill School's staffing committee.
- Foster a supportive work environment, operating in a fair and consistent manner.
- Promote a healthy workplace and practices that ensure that members of staff are able to develop a healthy mind.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities.
- Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems.
- Ensure that a return-to-work meeting is offered in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Ensure that all staff have access to regular training sessions on health and wellbeing in schools, including practical sessions to deal with mental, physical and emotional wellbeing issues, and that they are given the appropriate time and resources to undertake this. This is considered when the whole school CPD is planned.
- Carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate, in line with the school's Flexible Working Policy.
- Demonstrate commitment, via systems and practices in place in Cirencester Kingshill School, to employees maintaining a good work/life balance, and ensure that such practices are communicated to all staff.
- Manage pressures which may affect staff, including the impact of workload pressures, and anticipate likely problems, taking action to reduce the effects of these pressures where possible.

Senior Leaders/Line Managers shall:

- Foster a supportive work environment, operating in a fair and consistent manner.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Follow agreed procedures when there are concerns or absence due to work-related stress and other mental health problems.
- Ensure that a return-to-work meeting is carried out in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Attend the whole school CPD on health and wellbeing in schools that is agreed as part of the whole school CPD programme.
- Communicate work-life balance practices to all staff and manage pressures which may affect staff and anticipate likely problems, taking action to reduce the effects of these pressures where possible.
- Demonstrate commitment to staff by encouraging a good work/life balance.
- The CPD Coordinator will conduct surveys of staff, including a section on health and wellbeing, and share and act upon results when putting together the whole school CPD programme.

Staff members shall

- Seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager or named individual.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered by Cirencester Kingshill School, e.g. counselling through the employee assistance programme
- Consider attending training on health and wellbeing issues where they feel that this is appropriate.

- Where possible, be watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

Support Mechanisms

Counselling

Counselling can be provided where appropriate through the Employee Assistance Programme or via Occupational Health Services. This will be a confidential, independent service using professionally qualified counsellors.

Staff can access the Employee Assistance Programme by contacting the Head of Personnel or Personnel Officer for its details.

Mediation

Mediation will be offered in order to assist employees to return to normal working relationships. Where this service is considered appropriate it will be discussed with the employees affected by the situation.

Education Staff Support Network

The Education Staff Support Network is an independent charity and a social enterprise that provides practical and emotional support to staff in the education sector and their families. Information, support and coaching is offered to all staff. The Education Staff Support Network provides over 1000 factsheets covering a wide range of issues including money advice, how to cope with bereavement, mental health, diet and nutrition and how to manage stress. To access the free support line, staff can call 08000 562 561, or for more information go to <https://www.educationsupport.org.uk/>

Occupational Health

The School buys in support from Gloucestershire County Council's Occupational Health Services. A referral to Occupational Health will be discussed with a staff member and will enable an employee to discuss any concerns about their health and wellbeing with a nurse or doctor trained in occupational medicine. This is an opportunity to discuss any health condition and get feedback about managing or improving that condition to help an employee to carry out their duties or return to work. The information given is entirely confidential and will only be shared with the Governing Body or members of staff with the employee's consent.

Useful websites

- Acas - Information on stress, and employer and employee rights, in the workplace www.acas.org.uk
- Education Support Network <https://www.educationsupport.org.uk/>
- Dignity at Work - Partnership Information and guidance on bullying in the workplace www.dignityatwork.org
- HSE - Information on the stress management standards <http://www.hse.gov.uk/stress/standards/>
- NHS 111 - National Health Service advice and guidance on health matters <http://www.nhs.uk/111>
- World Health Organisation - Publication on work organisation and stress http://www.who.int/occupational_health/publications/en/ohstress.pdf
- Anna Freud: [3rdanna-freud-booklet-staff-wellbeing-new-address-april-2020.pdf](https://www.annafreud.org/3rdanna-freud-booklet-staff-wellbeing-new-address-april-2020.pdf)

APPENDIX A

Cirencester Kingshill School Staff Wellbeing Offer

School Ethos

- Relationships are excellent in school between staff and between staff and pupils, parents and other stakeholders
- All staff including the Headteacher and Senior Leadership Team have an open door policy
- The Senior Leadership Team are supportive of staff
- Well designed and enforced systems to manage student behaviour
- The school seeks to maximise the use of ICT to ensure systems are efficient and effective
- The school environment is a pleasant environment in which to work

School Policies / Procedures

- Performance Management (all staff)
- Maternity Leave / Paternity Leave / Adoption Leave
- Shared Parental Leave
- Flexible Working
- Time Off for Dependents
- Staff Attendance
- Sickness Absence - Teaching Staff and Support Staff
- Discretionary Leave
- Conduct Procedure
- Staff Grievance Procedure
- Whistleblowing
- Staff Continued Professional Development
- Equality and Diversity
- Time Off in Lieu
- Staff Pay Policy
- Safeguarding Children
- Health & Safety
- Stress Management Procedures

Facilities

- Departmental areas/offices and a large staff room
- Work room outside the staff room
- IT - remote access to school network and e-mail including complimentary software
- Risk assessments in place i.e. DSE, to ensure good practice
- Free car parking facilities are available

Systems & Communications

- E-mails targeted to staff
- Staff Briefing Notes (communication recognises part-time staff)
- Daily bulletin
- Bi-annual newsletter
- The school is supportive of requests for absence. Policies and procedures ensure that all staff members are treated fairly
- Regular meetings with Line Managers

Staff Feedback

- Staff consultations take place with opportunities to give and take feedback i.e. car parking, staff expenses, workload, etc.

Staff Recognition

- The school has a staff fund that sends cards and flowers to new mothers, to staff during sickness and to staff leaving, where staff participate in the scheme
- The school has a Staff Gifts Policy

Induction

- New Staff Induction Programme with Assistant Headteacher (Teaching Staff) and Business Manager (Support Staff)
- Induction to role meetings with line manager
- NQT induction programme

Personal and Professional Development

- The school financially supports colleagues undertaking Masters Level study and other CPD opportunities – see CPD Policy / Training Agreement
- A variety of INSET training programmes for teaching and support staff scheduled annually
- Performance Management for both Teaching Staff and Support Staff are structured into the school calendar
- Opportunities for collaboration and opportunities to work with other schools and to make visits to other schools through a number of established partnerships
- Working parties to share good practice

Recreation

- The school has considered benefits packages and has shared these formally and informally i.e. corporate discounted membership of local gyms (Cotswold Leisure Centre and Fitness Space)
- Staff sports activities
- Staff videos (i.e. Christmas song videos)
- Faculty / department social events and whole school social events are organised

Medical

- All new staff complete a new starter health assessment
- The school considers recommendations and accommodations where possible
- Relevant staff medical conditions are reported and known by key medical staff in school
- Contact is maintained with staff during a period of extended absence
- Return to work from absence meetings with Headteacher and Head of Personnel / Personnel Officer
- Reduced hours and planned phased returns to work, where appropriate
- Members of staff who are pregnant complete a risk assessment

External Support

- The school has occupational health support from the Local Authority
- All employees can access wellbeing and self-referral counselling services through the Employee Assistance programme with information on stress, weight management, smoking cessation, etc.
- The school can access counselling services for employees through its occupational health provider
- Wellbeing training has been offered
- TPS and LGPS pension schemes
- Childcare Scheme (Kiddivouchers)

CIRENCESTER KINGSHILL SCHOOL

MENTAL HEALTH AND WELLBEING PRINCIPLES

Reviewed by _____ D Christopher & S Gardiner ____ (Sign) _____ January 2021 _____ (Date)

Adopted by Governors _____ (Sign) _____ (Date)

Review date _____ January 2022 _____