



Kimbolton School
Cambridgeshire

MENTAL HEALTH AND WELLBEING POLICY

Policy owner: This policy is the responsibility of Assistant Head, Pastoral.

SLT Policy

Policy Summary Statement: This policy outlines Kimbolton School's commitment to the mental health and wellbeing of its pupils.

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Mental Health and Wellbeing Policy

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INTRODUCTION AND AIMS

We aim to provide a diverse and enriching education which 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 fulfil their personal and social goals and achieve a sense of purpose. This policy follows the guidance given in Mental Health and Behaviour in Schools, November 2018 by the DfE.

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 (WHO), 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.

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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 which 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, frequently verging on the panic threshold)
- 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 that we can nurture the needs of all students and staff to ensure appropriate support is in place.

WHOLE-SCHOOL APPROACH

At School, we hope for pupils to foster positive relationships with friends and staff. We support good life habits and endeavour to provide essential opportunities to experiment and learn from success and failures. These areas are fully 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 which 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 approach to supporting mental health and the wellbeing of all in our care. All staff have the knowledge to report concerns around the mental health of students using the correct procedure. If staff have a concern about a child/young person, they will initiate contact with the Safeguarding Team, Mental Health Lead and the student's Tutor/Hm. From there, the Mental Health Lead and Tutor/Hm will investigate and ensure that 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.



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We follow the Department of Education's policy to have a Mental Health Lead at the School, who has undertaken the DfE's 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 delivers staff training to ensure staff are capable and comfortable in addressing behaviour around the School to nurture our whole school approach.

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

Roles and Responsibilities:

The School gives all pupils the opportunity to access help through the School's strong, experienced and effective pastoral system. Support is available from their Tutor or Hm in the Senior School, or class teacher in the Prep School. Further avenues of support in the Senior School include the Mental Health Lead, the wellbeing team, and the safeguarding team. Colleagues working in the Health Centre (which includes the Senior School nurses and the whole School counselling team) and the Prep nursing team are also available, alongside boarding staff in both White House and Kim House.

This structure gives the School the ability for early intervention, support and to recognise training opportunities for staff. Support for vulnerable pupils is provided through liaison with the safeguarding team, School nurses and external agencies. Staff can access supervision through the School counsellors to support with challenging situations.

In the Senior School, the Assistant Head (Pastoral) ensures that all areas of pastoral support are working together to support our young people, and the Senior Deputy Head performs the same role at the Prep 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 folder on the School's IT network and paper copies given to staff. The document is referred to in staff meetings. Twilight CPD on strategies and early intervention is available to all Senior School 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.

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STEPS

Recognising when a child is suffering from mental health problems can be challenging, but teachers and Tutors/Hms 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 the pastoral/safeguarding team as appropriate. If a member of staff has concerns for a pupil they should:

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

Step 1: Report

Staff who have a concern should inform the Mental Health Lead, or the Tutor/Hm in the Senior School, or the Senior Deputy Head in the Prep School who will then decide upon how to support the child.

Write up the concern via email to the Mental Health Lead and cc in the DSPs.

If appropriate, add a concern via an Engage Daybook with a brief note of concern.

Step 2: Information Gathering

The Mental Health Lead, safeguarding team 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 the staff involved, including the nurses, regarding next steps and intervention.

A 'watching brief' may be given at this stage if the student is managing with interventions already and comfortable in talking to their trusted teachers.

If the concern develops further or is persistent, step 3 may be followed.

Step 3: Further Support

The pupil may be encouraged to see the School counsellors, trusted teacher or the Mental Health Lead again.

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A wellbeing team member may be assigned to the pupil, to work with them and their Tutor/Hm to ensure strategies are being shared with the student.

The wellbeing team member may lead 1:1 sessions with strategies such as grounding techniques, and assist with the School setting up external support (e.g. CAMHS, GP, local organisations).

Local support numbers will be shared with the student – the Tutor/Hm and parents will ensure the pupil has support both in and out of School.

The wellbeing team member will work with the Mental Health Lead to inform how the student is doing.

Notes should be added to CPOMS with a list of concerns and interventions.

The Tutor may inform teachers of the situation so they may keep an eye on in the student in lessons.

Step 4: Safeguarding and Wellbeing Team Intervention

The parents of the pupil should be informed, if not aware already. This may be done by the pupil with the support of a suitable adult, or by the adult. Permission will always be sought from the pupil to inform parents. If the pupil is under 16 parents will always be informed unless safeguarding concerns are such that parents should not be contacted

Whilst we wish to respect a pupil's wishes to keep issues confidential, we also understand 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 which is available in and out of School. The Tutor is given guidance on how best to assist the student.

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.

In September 2024 a Wellbeing room was opened at the Senior School and "The Wellbeing Hub" has been subscribed to, for the benefit of all staff, parents and pupils from Year 6 upwards.

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APPENDIX A

Mental Health Support Card

WELLBEING SUPPORT – INTERNAL SUPPORT

1. Speak to your tutor, Hm 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, Mrs Garratt, Mrs Lace, Mrs DS, 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

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