

Promoting Positive Mental Health at K.G.G.S

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Policy Owner: Deputy Headteacher Pastoral

Governing Body Responsibility: Welfare Committee

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Kesteven and Grantham Girls' School

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1. Rationale

KGGS has core values of Compassion, Teamwork, Respect, Integrity and Resilience which means that we aim to provide a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

KGGS recognises that all students need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. Children and young people's own sense of their wellbeing can indicate broader difficulties in their lives.

Mental Health is a big issue for young people. Research by Young Minds shows that:

- 1 in 8 children have a diagnosable mental health disorder. On average, that's roughly 3 in every class
- 1 in 6 young people aged 16-24 have symptoms of a common mental health disorder such as depression or an anxiety disorder
- Half of all mental health problems manifest themselves by the age of 14
- 52.7% of 17-19 year old women with a diagnosable mental health disorder have self-harmed or attempted suicide

This has a big impact on adulthood. 1 in 3 adult mental health conditions relate directly to adverse childhood experiences and adults who experienced four or more adversities in their childhood are 4 times more likely to have low levels of mental wellbeing and life satisfaction.

Despite this, less than 1 in 3 children and young people with a diagnosable condition have access to NHS care and treatment and three quarters of parents say that their child's mental health deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS)

The mental health of students, staff, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

KGGS recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that our school can and does make a difference by providing a place where young people feel safe, secure and able to achieve and experience success and well-being.

KGGS provides a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos promote the mental health of the whole school community.

KGGS endorses the following principles, and its strategies aim to ensure that they are fulfilled.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals (see Appendix 1)
- Strong links with external agencies to provide access to support and information
- A shared commitment to mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment is a place where young people:

- Have opportunities to participate in activities that encourage a sense of belonging (e.g. Form and House events, positions of responsibility, the Duke of Edinburgh Award scheme)
- Have opportunities to participate in decision making (e.g. Student Council, School Council, year group review meetings, form group decisions)
- Have opportunities to have academic and non-academic success recognised and celebrated (e.g. in Assemblies and the presentation of awards
- ; by photographs of student achievements around the school; by postcards and letters sent to individual students)
- Have their unique talents and abilities identified and developed (e.g. by questionnaires, photographs in school corridors celebrating achievements, and individualised timetables to allow some students to attend external training)
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others (e.g. through the House system, positions of responsibility, first aid training, academic mentoring, and becoming Sports Ambassadors)
- Have opportunities to reflect (e.g. in 1:1 reviews, target setting with tutors and teachers, Heads of Year focus groups, the PSHE programme, Assemblies, Church, the Christian Union, and in having access to a room for prayer)
- Have access to appropriate support that meets their needs (e.g. support sessions, academic mentoring, the pastoral system, and the Student Support Room, including the involvement of non-teaching staff)
- Have a right to be in an environment that is safe, clean, attractive and well cared for (e.g. the Site Team responds to problems quickly, and we have a cleaner who works throughout the day, cleaning and checking the main facilities)
- Are surrounded by adults who model positive and appropriate behaviour, interactions and ways of relating at all times (e.g. all employees of the school)
- Feel comfortable talking about mental health concerns

If it is suspected that a young person is having mental health difficulties, support will be put into place quickly using the graduated response process. See Appendix 2

A mentally healthy environment is a place where staff:

- Have the opportunity for their individual needs to be recognised and responded to in a holistic way (e.g. in the annual review process, and the induction process, and because SLT have an 'open door' policy)
- Have a range of strategies that support their mental health, (e.g. having a named person to speak to, signposting, and talking to other colleagues, line managers, SLT, the School Counsellor, and Occupational Health)
- Have recognition of their work-life balance.

- Have their mental health and well-being reviewed regularly (e.g. through questionnaires, confidential appraisal meetings with the line manager, and the inclusion of specific mental health questions in the appraisal documentation)
- Feel valued and have opportunities to contribute to decision making processes (e.g. in Faculty meetings, and in being consulted on major policies and issues, examination timetables and individual student problems)
- Have success celebrated and recognised (e.g. by receiving praise and thanks from SLT & colleagues, from feedback from lesson observations and learning walks, and in beginning and end-of-term lunches and teas)
- Are enabled to carry out roles and responsibilities effectively (e.g. through having no lesson or examination cover, having PPA time, and receiving help from non-teaching staff)
- Are provided with opportunities for CPD both personally and professionally (e.g. personalised support for individual teachers; first aid, defibrillator, safeguarding, diabetes and epipen training; furthering their personal professional development by achieving NPQML and NPQH qualifications)
- Have their unique talents and skills recognised, and opportunities are provided for their development (e.g. peer coaching, opportunities to gain further qualifications, sabbaticals to pursue sporting talents and other interests)
- Have time to reflect (e.g. in PPA, briefings, assemblies, church services, and on Inset days)
- Can access proactive strategies and systems to support them at times of emotional need in both the short term and the long term (e.g. discussions with colleagues, line managers, SLT and external agencies)

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health (e.g. when liaising with school when a problem arises for their daughters, and by invitations to celebration events)
- Are welcomed, included and work in partnership with the school (e.g. on Duke of Edinburgh, Geography fieldtrips, team building activities, PSHE activities, sports activities, out of school visits, and in being parent governors, sharing professional skills for career information talks, and involvement in Take Your Daughter to Work Day)
- Are provided with opportunities where they can ask for help when needed (e.g. by the use of student planners for communication between parents and teachers, by prompt responses by tutors and Pastoral staff when a problem arises, by SLT being available at Parent Consultation Evenings and by the positive relationships that are encouraged between parents and tutors)
- Are directed to appropriate agencies for support (e.g. SEN&D testing, G.P., CAMHS, Pilgrim School, Educational Psychologist)
- Are clear about their roles and expectations regarding their responsibilities when working in partnership with the school (e.g. as a result of the guidance provided by the induction programme in place for governors, and guidelines provided by the Duke of Edinburgh scheme, meetings with fieldwork and trip planners before a visit, and the PTFA Association)
- Have opinions that are sought, valued and responded to (e.g. through parental questionnaires, and responses to individual parents' suggestions and Parent Governors' opinions)
- Have their strengths and difficulties recognised, acknowledged and challenged appropriately (e.g. in Parent Consultation Evenings, information evenings, contact with tutors, teachers and Year Heads, and in the sharing of parents' professional skills for careers advice)

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. differentiated learning activities, individual timetables, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in KGGS:

- Will give our school a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in our school
- Will raise awareness as to how all members of our school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health issues
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

This policy must be reviewed every two years.

NB Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Non-professional diagnoses, however well meant, can exacerbate or promote mental health problems. (Mental Health & Behaviour in Schools Nov 18)

2. Monitoring Impact

This policy offers opportunities to monitor the impact in a variety of ways:

- School policies
- The school's ethos
- Student/Staff well-being
- Staff/Governor/Class and School Council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- Number of referrals to the School Counsellor
- Training and development for staff
- Information sessions for parents and students
- Induction and professional development of staff

The promotion of positive mental health for children and young people is everyone's business

3. References

- Using Mental Health Standards (2014)

- Closing the Gap – Priorities for Essential Change in Mental Health. (Nick Clegg & Norman Lamb, January 2014)
- Mental Health and Behaviour in Schools (DFE, November 2018)

Read in conjunction with:

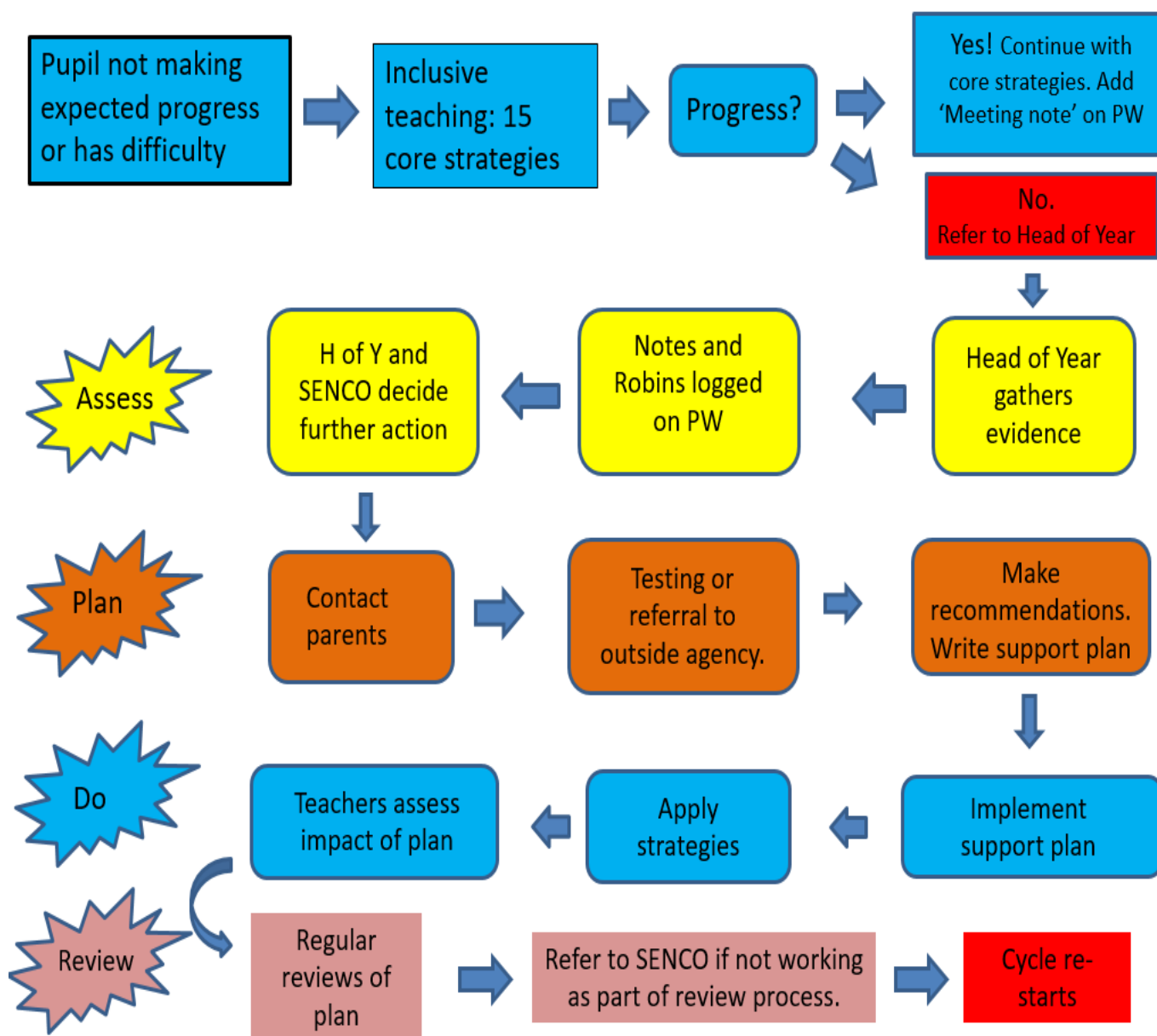
- School Development Plan
- Student Behaviour, Discipline and Anti-Bullying Policy
- Child Protection Procedures and Safeguarding Policy
- SEN&D Policy
- Medical Conditions Policy

4. Appendix 1

GUIDELINES FOR INTERNAL & EXTERNAL REFERRALS FOR A STAFF MENTAL HEALTH PROBLEM

Member of staff has an anxiety	
↓	
Member of staff might discuss this with a close colleague They might decide to discuss this further with the line manager or a member of SLT	
↓	
Managers and member of staff could identify ways of helping and create a support plan which would then be implemented.	
↓	
Depending on the severity of the problem, the Headteacher may be involved in which case a support plan will be put into place which could involve internal or external support.	
Internal Support	External support
Personalised support plan	G.P.
Mentor(eg. teacher support staff, tutor Head of Year)	Occupational Health (Local Authority)
School Counsellor	Adult mental health services
Signposting to external services	Personal counselling

5. Appendix 2



6. Configuration History

Version:	Date:	Author	Contributors
1.0	January 2016	Deputy Headteacher Pastoral	
2.0	June 2017	Deputy Headteacher	
3.0	June 2019	Deputy Headteacher	Director of Sixth Form
4.0	June 2021	Deputy Headteacher	Mrs S Macpherson

Audit trail of change

Version	Date	Reason for Change
1.0	January 2016	New Policy
2.0	June 2017	Policy Update
3.0	June 2019	Policy Review
4.0	June 2021	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes Chair of Welfare Committee	June 2021	