



Blenheim

Emotional Health & Wellbeing Policy - Students

Committee: Full Governing Board

Date Published: December 2020

Expiry Date: Summer Term 2023

www.blenheim.surrey.sch.uk

Contents

Introduction.....	3
Key Aims.....	3
Roles and Responsibilities	4
Lead Members of Staff.....	5
Signposting.....	5
Warning Signs.....	6
Supporting Students' Emotional Health and Wellbeing at Blenheim.....	6
Working with parents	7
Review and Monitor.....	8

Emotional 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 her or his community. (World Health Organisation)

Introduction

The Headteacher and Governors of Blenheim High School recognise that student emotional health and wellbeing is paramount to their achievement and the school's performance, and as such will ensure that all students are supported and encouraged to develop personally and emotionally.

The school looks to achieve this aim using both universal, whole school approaches and specialised, targeted approaches aimed at specific vulnerable students.

The school is committed to making sure that the Emotional Health & Wellbeing Policy for students is implemented so that each child can cope successfully with the various demands of life both inside and outside of school.

This policy describes the school's approach to promoting positive emotional health and wellbeing, and is intended as guidance for all staff as well as governors and parents/carers.

This policy should be read in conjunction with the school's Safeguarding, Medical Needs and SEND policies.

Key Aims

The aims of this policy are to;

- Promote positive emotional health and wellbeing in all students.
- Increase all stakeholders' understanding and awareness of common emotional health and wellbeing issues in young people.
- Alert school staff to any early warning signs of poor emotional health and wellbeing.
- Provide support to staff working with young people with emotional health and wellbeing issues.
- Provide support to students suffering from emotional health and wellbeing difficulties as well as their peers, parents and carers.

Roles & Responsibilities

The Headteacher

- Will take overall responsibility for implementing this policy and ensuring that students have access to the support required to aid their emotional health and wellbeing.
- Will ensure that clear procedures are in place that will minimise the levels of distress caused to students when following emotional health and wellbeing guidelines or seeking support.
- Will work with governors to provide a linked governor dedicated to supporting student emotional health and wellbeing.

The DSL, Head of Pastoral Care and Wellbeing Lead

- Will ensure that all students have access to the support required to aid their emotional health and wellbeing.
- Will ensure that all staff are aware of whole school emotional health and wellbeing as a school priority.
- Will ensure that the school attempts to achieve the Carnegie Mental Health Award at the highest possible standard.
- Will ensure that strategies are implemented to effectively manage student emotional health and wellbeing.
- Will ensure that all staff are aware of student emotional health and wellbeing procedures and initiatives.
- Will ensure that all staff are trained in student emotional health and wellbeing practices and protocols, including more in depth and additional training on “hot topics” throughout the year.
- Will ensure that opportunities are available to students to engage with emotional health and wellbeing initiatives at school, local and national level.
- Will keep themselves and the school community up to date with emotional health and wellbeing initiatives within the education setting.

Staff members

- Will make themselves aware and stay up to date of the school’s policies on student emotional health and wellbeing, bullying, and safeguarding.
- Will ensure they have attended all relevant training including training to identify potential warning signs of poor student emotional health and wellbeing.
- Will report any potential student emotional health and wellbeing issues by following school procedures.
- Will ensure that student emotional health and wellbeing is at the forefront of their everyday teaching practice.

Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional health and wellbeing of students, staff with a specific, relevant remit include:

- Assistant Headteachers – DSL, Inclusion, Pastoral lead
- Deputy DSL
- Heads and Deputy Heads of Year
- Form Tutors
- Pastoral Facilitators
- School Nurse
- School Counsellors
- First Aiders
- Link Teaching Assistants
- Reception staff

Any member of staff who is concerned about the emotional health and wellbeing of a student should speak to the appropriate Head of Year 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 safeguarding lead. 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.

Signposting

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

The school will display relevant sources of support in communal areas such as classrooms, corridors, the canteen and toilets and will regularly highlight sources of support to students through tutor time and relevant parts of the curriculum.

Whenever the school highlights 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

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing emotional health and wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs should communicate their concerns with the relevant form tutor, Head of Year or Safeguarding lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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
- Avoiding PE or getting changed secretly
- Repeated as well as an increase in lateness to or absence from school
- Repeated physical pain or nausea with no evident cause.

Supporting Student Emotional Health and Wellbeing at Blenheim

The school provides a wide range of internal support mechanisms for student emotional health and wellbeing at Blenheim including, where appropriate;

- Time out, lunchtime, and movement cards aimed at reducing students' anxiety throughout the normal school day.
- Seating plans taking into account individual students' needs.
- Registration with a pastoral facilitator rather than the students' regular tutor group.
- Reduced timetable.
- Peer mentoring through Wellbeing Ambassadors and Sixth Form Mentors.
- Scheduled sessions with Learning Mentors.
- Emotional health and wellbeing focussed Life Skills lessons, including sessions on self-harm, online safety, bullying and eating disorders.
- Confidential meetings with the School Nurse.
- Teacher Around the Child meetings.
- Enhanced communication with parents and carers.
- Participation in local and national emotional health and wellbeing conferences.
- Forums where students can feel safe to raise their emotional health and wellbeing concerns. E.g school council, equalities group.

In many instances, students experiencing emotional health and wellbeing challenges may best be supported outside of the school. Some of the external organisations signposted by the school are;

- CAMHS
- CRUSE
- Catch 22
- Childline
- Children Services (Surrey, Kingston and Sutton)
- Educational Welfare
- Kooth
- Samaritans
- Surrey Young Carers
- Young minds

Working with All Parents

The school recognises that in order for students to aspire to and achieve their potential, parents need to have an understanding and recognition of positive emotional health and wellbeing in themselves as well as their children.

The school look to achieve this by engaging parents in school specific as well as universal approaches that encourage them to understand the relationship between their emotional health and wellbeing and their child's.

As a school we will;

- Highlight sources of information and support about common emotional mental health and wellbeing issues on our school website.
- Produce an Emotional Health and Wellbeing guide for all parents and students.
- Share ideas about how parents can support positive emotional wellbeing in their children through regular information evenings. Feedback from such evenings may be used to shape future policy.
- Make the Emotional Health and Wellbeing policy easily available via the school website.
- Keep parents informed about the emotional health and wellbeing topics their children are learning about in school and share ideas for extending and exploring this learning at home.
- Provide parents with information on support from both local and national partner agencies when i) requested ii) deemed as appropriate by pastoral or safeguarding lead.

Parents are expected to;

- Communicate on a regular basis with the school when they believe their child is going through emotional health and wellbeing challenges.
- Inform the school if their child is receiving support from external agencies, including if that support comes to an end.
- Engage positively with the school Pastoral/Wellbeing team when contacted.

Monitor and Review

The School Wellbeing Lead will report to the governing body upon the implementation and effectiveness of this policy at least annually. Report should be by way of the normal procedure for the Headteacher's report to Governors.

The Governing Body shall initiate review of the policy as necessary considering the Headteacher's report.

The School Wellbeing Team will monitor this policy and make recommendations to the Headteacher as appropriate.

Staff are expected to participate fully in the implementation of this policy and in any associated training provided individually or collectively.