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## MENTAL HEALTH AND WELLBEING POLICY 2021-22

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<b>Recommended by</b>	Teaching and Learning Committee on 17 <sup>th</sup> November 2021
<b>Approved by</b>	FGB on 8 <sup>th</sup> December 2021
<b>Date of next review:</b>	Nov 2023 or as appropriate
<b>Responsible Officer:</b>	Z Beamish

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### Introduction

What is mental health and why is it important to what we do at Comberton Village College?

*“Mental health is defined as a state of well-being in which every individual realizes 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.”* WHO 2013

For all individuals, mental, physical and social health are vital and interwoven strands of life. As our understanding of this relationship grows, it becomes ever more apparent that mental health is crucial to the overall well-being of individuals, societies and countries. Schools, as well as other institutions in society, have a crucial role in supporting the development of positive mental health and emotional wellbeing.

Prevalence of poor mental health in young people has grown rapidly in the last decade. 2020 figures from NHS digital suggest that rates of probable mental disorders have increased since 2017. In 2020, one in six (16.0%) of children aged 5 to 16 years were identified as having a probable mental health disorder, increasing from one in nine (10.8%) in 2017. The increase is evident across all genders.

School staff are the professionals who spend the most time with children and young people. Schools are often the first to identify difficulties and support and influence children and young people. There is a strong case that we should focus on the mental health and emotional wellbeing of our pupils and students. The Education Endowment Fund for instance identifies Social and Emotional Learning interventions as having an ‘identifiable and valuable impact on attitudes to learning... [and] on attainment’.

Comberton Village College recognises the positive role that schools play in relation to mental health and wellbeing (henceforth referred to as MHWB). At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do, the framework for mental health relates to the following core principles:

**The excellence principle** - Education must be of the very highest standard. Education and support around MHWB should be of the highest standard offered.

**The comprehensive principle** - Education must be for all kinds and abilities. Provision for MHWB should recognise the diverse school communities within the Trust and seek to support appropriately.

**The broad education principle** - Education must incorporate a broad range of subject areas and personal development. Positive psychoeducation has a lifelong impact and should be considered as a part of pupil’s and student’s entitlement.

**The community principle** - Every Academy must be at the heart of its local community and serve it well. We recognise the impact that positive mental health has on communities and seek to support parents/carers in our community with knowledge and skills to support positive MHWB.

**The partnership principle** - Each Academy must seek to work positively in partnership with others for mutual benefit. The framework and the work that schools do related to MHWB is predicated on strong partnerships between schools and external support providers.



We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education including access to support with MHWB.

We also recognise that staff are our most valuable resource at Comberton Village College and this policy also outlines the ways in which the school seeks to promote the positive mental health and wellbeing of all employees.

This policy has been developed in line with the CAM Academy Trust's Framework for Mental Health and Wellbeing Policies.

### **Defined Roles and Responsibilities**

*"Dealing with mental health is everyone's business"* – Time to change (2021)

A whole school, joined-up approach to MHWB has a demonstrably positive impact on the mental health and wellbeing of all within the community (DfE: 2018). This is only possible because of access to appropriate training, support and understanding about how to refer on concerns to the right person, team or external partner. This policy seeks to outline responsibilities of staff at every level in the school as well as the role that pupils and students can play in supporting positive MHWB.

#### **All staff**

All staff in schools have a clear responsibility to safeguard the wellbeing of their pupils and students (Keeping Children Safe in Education: 2018). Schools should recognise the positive role that all members of staff play in promoting MHWB through their everyday behaviour and professional practice.

A pupil or student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil or student chooses to disclose concerns about their own MHWB or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental. Staff should listen, rather than advise and our first thoughts should be of the pupil's or student's emotional and physical safety rather than of exploring 'Why?'

In line with the '*Mental Health Training Competency Framework for School staff*' - Core Training outlining that as a minimum standard all staff should:

- Have an understanding and awareness of what is meant by mental health and positive mental health
- Have an understanding and awareness of how to look after their own mental health (self-care)
- Have an understanding and awareness of how to identify children and young people who might be struggling with their mental health
- Have an understanding and awareness of the factors that promote and protect mental health and build resilience
- Are able to identify factors that might increase the risk of developing a mental health problem
- Understand the roles and responsibilities – their own and those of others – in meeting mental health needs of children and young people
- Are able to consider their own values and attitudes about mental health and how these might influence their work
- Are aware of barriers that may exist for different minority groups in terms of accessing services
- Know who they should speak to in the school if they identify a child or young person with mental health difficulties (and what information to include within the conversation)
- Have an understanding of the safeguarding issues and how to respond in their setting to a child or young person in distress or in a mental health crisis including the risk of suicide
- Have a general awareness of key local services and resources that can support better mental health in children and young people
- Are able to signpost children, young people or their parents/carers to sources of support and advice

To enable this all staff should:



- Have access to training on MHWB and the role that schools have in promoting positive mental health, this could be as part of annual safeguarding updates and training.
- Have opportunities to discuss concerns about the MHWB of children and young people in their school at an appropriate level, for instance at team meetings.
- Have access to appropriate supervision and support when responding to disclosures or events related to safeguarding or mental health needs.
- Familiarise themselves with, and adhere to their individual schools' MHWB policy

### **Staff with pastoral responsibilities**

Those who play a significant role in a pupil's 'educational journey' and who are working directly with children and young people on a daily basis should have a deeper understanding of mental health and wellbeing. At Comberton Village College this includes Heads of Year, the SENDCO, KS3&KS4 Support, Head of the Cabin and appropriate CSS staff. In line with the *Mental Health Training Competency Framework for School staff -Enhanced competencies* these staff should have a deeper understanding and practical application of:

- A range of relevant mental health problems (e.g. anxiety, depression, self-harm, suicide etc)
- Factors that make a young person more vulnerable to poor mental health
- Services and care pathways that are able to support children, young people and how to access them
- Strategies to help build resilience and improve mental health of children and young people
- How to build emotional literacy in children and young people through the curriculum (including PSHE lessons)
- Impact of attachment, adverse childhood experiences, trauma and loss
- Value of active listening and communication skills
- Knowledge of how to assess basic mental health needs
- Solution focused/restorative approaches to behaviour management
- Ability to reflect and use supervision for support and advice

Staff should be able to access regular suitable supervision to reflect on their own practice and identify areas which they require further training in.

Mental Health Leads should regularly review emerging needs within their schools and support staff in developing confidence with managing these needs. This could be through regular forums where staff reflect on current practice and training needs.

### **Mental Health Leads**

Following the recommendation from the Government's Green Paper: Transforming Children and Young People's Mental Health (2017), each Academy in the Trust should include in their Mental Health Policy a named Mental Health Lead with overall responsibility for championing the MHWB needs of the whole school community. The Designated Mental Health Lead at Comberton Village College is Zach Beamish (Assistant principal). The Designated Mental Health Lead (DMHL) in schools is a strategic role which developed in line with Public Health England's eight principles to promoting a whole school approach to MHWB. The eight principles are:

- Leadership and management that supports and champions efforts to promote emotional health and wellbeing
- Identification of need and monitoring of the impact of interventions
- Understanding of targeted support and how to make appropriate referrals
- Staff development to support pupil and staff wellbeing
- Creating an ethos and environment that promotes respect and values diversity
- Enabling pupil and student voice to influence decisions
- Working with parents, families and carers
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.



The DMHL will need to be situated in the school organisation where they can lead strategically on each of the eight principles. It is therefore recommended that the DMHL is part of the senior leadership team in each school. It may be appropriate for some primary schools within the Trust to work in partnership in designating a Mental Health Lead.

Common features of the role of the DMHL across academies will include, but not be limited to:

- Engaging with Mental Health Forums internally run within the Trust and as part of the Local Offer, working collaboratively with other Mental Health Leads across the Trust. These Forums will focus on emerging needs and evidence-based practice to meet these needs and share good practice.
- Commit to ongoing CPD (including DMHL training from DfE) and regular self-evaluation of competencies and skills when it comes to leading on MHWB matters with a target tied to promoting MHWB as part of annual Performance Management.
- Co-ordinate CPD and annual refreshers for the whole school community using the local competency framework to identify needs
- Cascade knowledge of basic mental health awareness to other staff and parents/carers. This should include regularly reviewing information that is signposted to staff and parents/carers, for instance on the school's website/social media feeds.
- At least annually assess the MHWB needs of the whole school community by validated methodologies such as; The Local Authority Mental Health Blueprint, safeguarding patterns and trends, school council feedback, standardised well-being measures e.g. Warwick-Edinburgh Mental Wellbeing scale, Stirling Children's Wellbeing Scale, Boxall Profile etc.
- Identify and work with specialist providers to clinically assess those members of the school community that have higher needs and monitor the impact of interventions using approved outcome measures.
- Ensure that there are clear routes of communication between specialist provisions (such as CAMH) and school. This may mean that the DHML is the 'named' person for pupils and students who are under the care of a specialist provision.
- Use data on the whole school community to strategically formulate improvement plans and organise non-clinical evidence based interventions designed to meet these needs at multiple levels: whole school (universal) or targeted/ specialised levels for specific members of the school community.
- Lead on policy development, implementation and regular reviews of MHWB provision.
- Identify staff who are able to offer professional supervision in school and organising training and regular forum to develop practice in this area.

The DMHL will need to assess their competencies against the DfE proposed CPD framework (to be published in late 2021) and identify areas where they require training.

### **Senior Leaders**

The role of Senior leaders in supporting the work of the Mental Health Lead is crucial to ensure positive impact and embed good practice.

Senior leaders should:

- Support Mental Health leads to implement plans and strategies related to improving Mental Health and well-being across the school community.
- Participate in regular self-evaluation of MHWB provision as part of whole school self-evaluation and development planning.
- Promote the whole school ethos of championing positive mental health.
- Use their oversight to ensure that existing related policies (e.g. Safeguarding, Anti-Bullying, Equality and Diversity, Behaviour Management) reference and promote positive mental health practices.
- Evaluate the efficacy and impact of the pastoral, PSHE and related curricula in both its content and delivery as a means to ensuring universal provision for positive MHWB is well met.
- Encourage good communication, collaboration and appropriate liaison between staff involved in pastoral, PSHE, mental health and family work to ensure good provision for mental health and wellbeing in their schools.



Finally, Senior leaders have a role in supporting the MHWB of their staff by means of line management, coaching or arranging supervision which is particularly pertinent for staff who may have had disclosures made to them or who are closely supporting children or young people who have experienced early or significant trauma. It is therefore important that senior leaders have access to appropriate training and supervision in this area too.

## **Governors**

The school's governing body also has a role in promoting positive mental health and wellbeing. Governors play a key role in being curious about school provision and appropriately challenging the status quo (A Competency Framework for Governance: 2021).

**The governor with responsibility for MHWB in the school community is Mrs C MacDonald** Her role is to ensure that there is suitable evaluation of mental health provisions in the school and that mental health and emotional wellbeing is a priority.

Governors with responsibility for MHWB should be offered appropriate training, which may include meeting with other governors with this responsibility across the Trust.

There should be an agenda item on Full Governing Bodies at least annually focusing on trends, patterns and provisions related to mental health.

## **Involvement of parents and peers in supporting positive mental health and emotional wellbeing**

It is important that schools think systemically about mental health and wellbeing and consider children and young people within the context of their families and peer groups and the role that these relationships can have on creating positive mental health and wellbeing.

## **Working with parents and carers**

Parents are often very welcoming of support and information from the school about supporting their children's MHWB. In order to support parents Comberton Village College will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to get about this if they have concerns about their own child or a friend of their child. This is detailed on our website and also in the parent handbook.
- Make our mental health policy easily accessible to parents. Available on our website
- Offer opportunities for parents and carers to feedback on policies and procedures (this could be done through parent governors for example).
- Share ideas about how parents can support positive mental health in their children through our regular information evenings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

When supporting pupils with more significant needs or where there is a disclosure or concern around mental health the school will consider when and how parents are informed. Before disclosing to parents, the school will consider the following questions (on a case by case basis):

- Can the meeting happen face to face or virtually?
- Where should the meeting happen?
- Who should be present? (Consider parents, the student, other agencies, other members of staff).
- What are the aims of the meeting?



It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. The school will be accepting of this (within reason) and give the parent time to reflect.

The school will always highlight further sources of information and give parents appropriate information (for instance leaflets) to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums. Where meetings take place, members of staff should keep accurate minutes of what has been discussed and agreed next steps. School staff involved in these meetings should be given suitable provision, for example supervision, to reflect on and evaluate their own professional practice.

### Working with parents and carers in the sixth form

Parents are often very welcoming of support and information from the school about supporting their children's MHWB. In order to support parents Comberton Sixth Form will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on the sixth form website
- Ensure that all parents are aware of who to contact with welfare issues by promoting this on the website
- Make our mental health policy easily accessible to parents. Available on our website
- Offer opportunities for parents and carers to feedback on policies and procedures (this could be done through parent governors for example).
- Share ideas about how parents can support positive mental health in their children through the introductory tutor meeting and through materials on the website
- Keep parents informed about the mental health topics their children are covering in the PD programme
- Inform parents about the FIKA programme at the start of year 12 and have regular updates during the year

In the sixth form, staff will consider if parents should be informed, taking into account the age of the student, the student's wishes and the level of perceived risk to the student.

### Peer support

When a pupil or student is suffering from mental health issues, it can be a difficult time for their friends.

Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, the school will consider on a case by case basis which friends may need additional support.

The school be mindful of the impact of mental health issues on peers surrounding the child and young person and could:

- Discuss with the young person or child what they would like their friends to know
- Discuss with the child or young person how peers can support them safely

Additionally, with peers, schools could highlight:

- Where and how to access support for themselves
- Safe sources of further information about mental health

### Provision for supporting Pupil's MHWB at Comberton Village College

Comberton Village College has a clear graduated response to MHWB with clear delegation of responsibility for each level of support. Where the school makes a referral to an external provider or service and assists with information sharing it will be done



in line with GDPR and the principles of Keeping Children Safe in Education. Below is a map showing provision for mental health in Key Stages 3 & 4 and wellbeing in the school, including who does what



Mental health support provision and development plan

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Universal – all pupils in the school can access this information. This level is about getting advice and support about developing positive mental health. The focus for whole school work is on prevention of mental health challenges by:</p> <p>Reducing stigma surrounding mental health</p> <p>Developing resilience in pupils</p> <p>Developing emotional literacy in pupils</p>	<p>Signposting</p> <p>Appropriate resources on mental health and wellbeing are available on the school website.</p> <p>There is also signposting in common areas such as:</p> <p>Tutor rooms</p> <p>Toilets</p> <p>Front corridor</p>	<p>Zach Beamish to attend regular local forums to ensure that information is up-to-date and appropriate</p>	<p><del>Principal's</del>Principal's PA to update website as necessary</p> <p>Site team – monitoring signage in school and renewing as appropriate</p>	<p>Zach Beamish as DMHL</p>
	<p>Webinars for parents throughout the school year focused on knowledge and practice in supporting positive mental health</p>	<p>Zach Beamish to organise and various staff to lead</p>	<p>IT team to organise distribution of materials (i.e. uploads to Youtube)</p>	<p>Sean Sycamore with oversight of PLG</p>
	<p>Medical room team</p> <p>The medical room team can offer face-to-face advice on support and health. For example to access the C-Card (Contraception)</p>	<p>Susan While-Paddon</p>	<p>Training for Medical room team in mental health</p>	<p>Zach Beamish line-manages area</p>
	<p>Peer support and buddy systems operate within year groups with some years allocated pupils or students in older years as leaders for their form (e.g. Yr 10 leaders of Yr 7 form groups and sixth form</p>	<p>Irayna Owen trains and supervises Yr 12 students in their peer mentoring/advocacy work.</p> <p>Zach Beamish and Mim Segal to train pupil leadership team as mental health champions.</p>	<p>Training for student buddies in mental health awareness</p>	<p>Zach Beamish to evaluate</p>



	mentors). We will develop a peer mentoring system with older pupils and students offering reflective listening to young pupils.			
	Tutors offer advice and monitor the everyday wellbeing of their tutees. Tutors should check-in regularly with their tutees regarding their wellbeing and will consistently signpost safe and appropriate resources	Zach Beamish and Sally Newton to produce regular messages for tutors Zach Beamish to provide training for tutors where appropriate HOYS to oversee day-to-day provision	Training for tutors Time to produce suitable resources and access to local forums to ensure information is up-to-date and appropriate.	Zach Beamish to evaluate HOYS to observe tutor time
	Everyday classroom practice which supports positive mental health and emotional literacy. Teachers are encouraged to identify opportunities in their subject areas and to model positive emotional regulation	HODs to ensure that mental health and wellbeing is an item on departmental meetings. Zach Beamish to advise on auditing curriculum for opportunities for mental health and positive wellbeing	Training for HODs in mental health awareness and managing mental health concerns	HODs and SLG line-managers to evaluate
	Personal Development Curriculum – Pupils access PSHE lessons in KS3 and KS4. Yr 11s have a Curriculum Immersion day which focuses on positive wellbeing. The PSHE teachers have training in delivering good psychoeducation.	Sally Newton HOD of PSHE Regina Lawrence Deputy Principal	Training for Sally in Mental Health Awareness Regina to develop resources for Personal Development Curriculum	Regina Lawrence to evaluate provision
	Personal Development Curriculum – there is a pastoral curriculum being	Regina Lawrence (Deputy Principal) to organise design	Release time for staff to prepare resources	Regina Lawrence an



	developed which focuses on positive wellbeing (both explicitly and implicitly through areas such as citizenship).	and implementation of curriculum HOYs to observe tutors and support with delivery of Personal Development Curriculum		
	Chaplaincy – WYCCM offers one lunch time drop in slot per week to allow any pupil (or member of staff) an opportunity to talk about any emerging concerns that they may have	Susie , Cherie and Sally allocated to Comberton Village College as Youth workers.	Timetabling of rooms and sharing of information	Zach Beamish to evaluate
	An annual wellbeing survey and biannual health related behaviour survey give a good indication of the overall levels of mental wellbeing and identify further areas for support.	Sally Newton – Health related behaviour survey Zach Beamish – Wellbeing survey	Admin support in data processing and analysis.	Zach Beamish and Sally Newton to analyse data and feedback to relevant stakeholders.



Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Targeted support– pupils in school can access support with emerging mental health issues. This level is aimed at providing early intervention to help in resolving emerging mental health issues. This level of support is largely held within pastoral teams in school with some support from the Izzy Baker and student support services.</p> <p>At this stage pupils present with some behaviours typical of mental health issues. Mental health issues may impact on a pupils ability function but pupils are able to attend school regularly (attendance between 95% - 90%) and engage with most activities.</p> <p>Cause of mental health issues is unlikely to be related to abuse or significant safeguarding concerns. There is a minor risk to self/others presented by young person.</p>	<p>Signposting to services specialising in bereavement and grief counselling (STARS, Cruze). Logging of family bereavements on MIS to assist colleagues with sensitive support</p>	<p>Izzy Baker to advise HOYs on services to refer to. HOYs to make referrals to grief/bereavement support Admin2HOYs to log concerns</p>	<p>HOYs – Mental Health Champion training to support with identification of needs and appropriate support for students. Izzy Baker – training on local offer (via pinpoint) Admin2HOY – training in logging bereavements on MIS</p>	<p>Jennie Girling – line-management of Izzy Baker Assistant Principals/Deputy Principals – evaluation of pastoral provision including provision for bereavement support</p>
	<p>Identification and pastoral support for pupils with emerging mental health needs through coaching and mentoring.</p>	<p>HOYs to allocate support work within their teams (e.g. tutor to check-in regularly with identified pupils) Use of attached staff to support tutors/small groups/identified pupils</p>	<p>Tutors – mental health awareness training (Delivered whole school). Tutors – optional mental health champion training and skills in supporting pupil mental health needs. HOY – Mental Health Champion training. Izzy Baker – Mental health champion training.</p>	<p>Assistant principals attached to each year group – regularly reviewing workload and allocation of resources within pastoral teams.</p>
	<p>Guided access to self-referral services such as Kooth, Shout, Chat health</p>	<p>HOYs oversee and advise pupils and their families in accessing suitable resources. Tutors – check-ins with pupils who are accessing self-referral services. Admin2HOY to log pupils accessing self-referral services.</p>	<p>HOY – Mental health champion training and regular updates on services in HOYs meetings Izzy Baker – Mental health champion training</p>	<p>HOYs to monitor pupil access to self-referral services through regular check-ins</p>
	<p>Referral to short-term counselling via Centre 33. (6 sessions)</p>	<p>HOYs to assess pupil needs and refer to Izzy Baker (support co-ordinator).</p>	<p>HOY – mental health champion training and regular updates</p>	<p>Zach Beamish to evaluate use of provision (impact and ease of access)</p>



			Izzy Baker – regular supervision/support from Jennie Girling and external supervision as necessary	on a half-termly basis. Jennie Girling to evaluate places available and efficacy of support regularly.
	Referral to longer-term counselling via 'in-house' counsellor	HOYs to assess pupil needs and refer to Izzy Baker (support co-ordinator).	HOY – mental health champion training and regular updates Izzy Baker – regular supervision/support from Jennie Girling and external supervision as necessary	Zach Beamish to evaluate use of provision (impact and ease of access) on a half-termly basis. Jennie Girling to evaluate places available and efficacy of support regularly.
	Referral to WCCYM for youth work (6 sessions)	HOYs to assess pupil needs and refer to Izzy Baker (support co-ordinator).	HOY – mental health champion training and regular updates Izzy Baker – regular supervision/support from Jennie Girling and external supervision as necessary	Zach Beamish to evaluate use of provision (impact and ease of access) on a half-termly basis. Jennie Girling to evaluate places available and efficacy of support regularly.
	Referral for external counselling services via YOUUnited	HOYs to assess pupil needs and refer to Izzy Baker (support co-ordinator).	HOY – mental health champion training and regular updates	Zach Beamish to evaluate use of provision (impact and ease of access)

			Izzy Baker – regular supervision/support from Jennie Girling and external supervision as necessary	on a half-termly basis. Jennie Girling to evaluate places available and efficacy of support regularly.
	Wellbeing plan to support pupil's in managing mental health. Identification of pupils who may need additional low-level support in pupil notes and other communications.	HOYs to refer to Izzy Baker. pupils can access this directly themselves but in both cases will need to email student support for a booked session	Training for HOYs on developing Wellbeing plans. Evidence based interventions training.	Zach Beamish to evaluate wellbeing plans and review regularly with Jennie Girling
	Referral for support by local authority (EHA process and support)	HOYs to complete an EHA with young person and their family Admin2HOY to submit EHA to EHH via liquid logic	HOY – EHA – what, why, when? Training by local authority Admin2HOY – training in using liquid logic (local authority team)	Zach Beamish to lead training and review EHAs regularly with Izzy Baker and Jennie Girling
	Signposting and referral to Early Intervention Family Worker for support with emerging parenting needs	HOYs to signpost and liaise with EIFW	EIFW to present to HOYs the work that they do with families	Zach Beamish to liaise with local authority managers to evaluate impact
	Outreach to vulnerable groups: Young carers – regular reminders to identify young carers and regular support (fortnightly lunch slot)	Izzy Baker – Young Carers Champion running group and liaising with Centre 33 Young Carers project HOYs to monitor and identify young carers	Training for whole staff in identification and working with young carers	Zach Beamish to evaluate impact and ensure that there are regular reminders for supporting young carers
	Outreach to vulnerable groups: pupils with disabilities and medical issues	Year group co-ordinators based in the Centre to regularly review wellbeing of pupils	Training for Centre Co-ordinators – Mental Health Champion	Zach Beamish to oversee training and evaluate



		School Nurse (S While-Paddon) to monitor wellbeing of pupil with medical needs	Regular updates from Centre on supporting vulnerable_pupils	Sean Pollock to oversee implementation by Centre Staff
	Outreach to vulnerable groups: Disadvantaged pupils	HOYs to monitor wellbeing of pupils and work in partnership with PSIs for each year group	Training for PSIs in supporting pupil mental health and specific reflection of intersection between social class and mental health	Nigel Carrick to oversee implementation with PSIs Zach Beamish to oversee training for PSIs
	Outreach to vulnerable groups: Equality and diversity	PJ Burns E&D co-ordinator to signpost and support pupils with emerging needs	Appropriate training related to E&D (including restorative practices) for Sally Newton as appropriate	Zach Beamish – line-management of E&D
	Outreach to vulnerable groups: Child of a parent in prison	Jennie Girling to support with referrals to Ormiston Families	Training for HOYs in how to support children with a parent in prison Training for tutors in how to support children with a parent in prison	Zach Beamish – oversight of support. Sean Pollock – where significant safeguarding issues are present to review provision for individuals



Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Specialist support - – pupils in school can access support with significant mental health issues . This level is aimed at providing support to help in resolving mental health issues and increasing pupil’s participation in learning in school. This level of support is largely held within specialist provisions in the school (chiefly KS3&amp;KS4 Support and The Centre).</p> <p>At this stage pupils present with behaviours typical of mental health issues. Mental health issues have an impact on a pupil’s ability to engage with most activities. pupils may be school refusing regularly or unable to attend school full-time.</p> <p>Causes of mental health issues is may be related to abuse or significant safeguarding concerns. There is a risk to self/others presented by young person.</p>	<p>A referral to Younited (single point of access for CAMH).</p>	<p>Sean Pollock and Izzy Baker will advise and complete referrals with HOYs</p>	<p>Training on the Younited referral process</p>	<p>Zach Beamish</p>
	<p>Keyworker and single point of communication in school. Heads of Year are responsible for referring and sharing key information with specialist provisions.</p>	<p>Keyworkers are based in the Centre and KS3&amp;KS4 Support. Zach Beamish to oversee pupils relating solely to mental health issues, Sean Pollock where there are other complex issues such as safeguarding or SEND.</p>	<p>Mental Health Champion training for relevant staff. Regular opportunities to access supervision for relevant staff.</p>	<p>Zach Beamish – Mental health Sean Pollock – SEND and Safeguarding.</p>
	<p>pupils who present with anxieties about attendance at school or who have difficulties attending school due to mental health issues may be placed on a reduced timetable for a phased return and an Individual Alternative Education Plan</p>	<p>Lisa Radburn – supporting families and young people with reduced attendance and/or school refusal issues.</p>	<p>Training in delivering evidence based interventions</p>	<p>Zach Beamish – Mental health/Attendance Sean Pollock – SEND/Alternative Provision</p>



	<p>pupils with disordered eating and eating disorders are supported by the School Nurse and Medical Room team. In these cases the Nurse will advise parents on referrals (usually completed by the GP). If a care plan is needed the School Nurse will write this in conjunction with specialist services. If timetable changes need to be made (for example not accessing PE) Lisa Radburn will support. If a pupil is an in-patient Lisa Radburn will become the single point of contact and will co-ordinate work with teachers for the student</p>	<p>School Nurse (Susan While-Paddon) and Lisa Radburn.</p>	<p>Mental Health Champion/Ongoing CPD related to eating disorders</p>	<p>Zach Beamish line-manages both Lisa Radburn and Susan While Paddon</p>
	<p>Where the cause of mental health issues is likely to be related to abuse/significant safeguarding concerns a social care referral or urgent referral to 111 option 2 is made by Jennie Girling and the safeguarding team.</p>	<p>Jennie Girling oversight of emergency care</p>	<p>Mental Health Champion/ongoing CPD related to safeguarding</p>	<p>Sean Pollock – Safeguarding</p>



	Where there are clear neurodevelopmental issues present but a pupil has not had an assessment for ASD/ADHD there is a process in school (assess, plan, do, review and EHA) which Heads of Year will complete with support from Sean Pollock	HOYs and Sean Pollock	Training in making Younited referrals	Sean Pollock
Where a pupil is unable to attend school due to significant/complex mental health issues the school will support specialist services in appropriate risk management	Keyworker/single point of contact established for pupil and their family/carers.	Staff from the KS3&KS4 Support will be keyworkers for pupil depending on the pupil's needs	Ongoing CPD/access to supervision	Sean Pollock – Alternative Provision
	If Mainstream provision is not appropriate or not able to meet the needs of the pupil an EHCP or alternative provision is considered	Sean Pollock as SENDCO	Ongoing CPD/access to supervision	Sean Pollock – SENDCO
	If a pupil presents with an immediate/significant risk of harm to self or others there may be a social care referral made	Jennie Girling with co-ordinate referrals to social care	Access to Supervision	Sean Pollock - Safeguarding



## Provision for supporting student's MHWB at Comberton Sixth Form

Comberton Sixth Form has a clear graduated response to MHWB with clear delegation of responsibility for each level of support. Where the school makes a referral to an external provider or service and assists with information sharing it will be done in line with GDPR and the principles of Keeping Children Safe in Education. Below is a map showing provision for mental health in Key Stage 5 and wellbeing in the school, including who does what



Mental health support provision and development plan KS5

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Universal – all students in the school can access this information. This level is about getting advice and support about developing positive mental health. The focus for whole school work is on prevention of mental health challenges by:</p> <ul style="list-style-type: none"> <li>Reducing stigma surrounding mental health</li> <li>Developing resilience in students</li> <li>Developing emotional literacy in students</li> </ul>	<p>Signposting Appropriate resources on mental health and wellbeing are available on the sixth form website. There is also signposting in common areas such as:</p> <ul style="list-style-type: none"> <li>• On the welfare boards outside the lecture theatre</li> <li>• On the support board outside the Core</li> <li>• The library</li> <li>• In the toilets</li> <li>• Posters about FIKA around the sixth form</li> <li>• Information about FIKA and mental health on the sixth form television information screens</li> </ul>	<p>Zach Beamish to attend regular local forums to ensure that information is up-to-date and appropriate and to pass this to Irayna Owen/David Clarke in the sixth form where appropriate</p> <p>Irayna owen to maintain information boards with the student VP for Equality and Diversity</p> <p>Sixth form admin to contact IT support to update the television screens</p>	<p>Carli Hobday – website admin Site team – monitoring signage in school and renewing as appropriate</p>	<p>Zach Beamish as DMHL</p>



	<p>Medical room team The medical room team can offer face-to-face advice on support and health. For example to access the C-Card (Contraception)</p>	<p>Susan While-Paddon</p>	<p>Training for Medical room team in mental health</p>	<p>Zach Beamish line-manages area</p>
	<p>Tutors offer advice and monitor the wellbeing of their tutees via regular one to one meetings. Tutors should check-in regularly with their tutees regarding their wellbeing and will consistently signpost safe and appropriate resources At regular times tutors will encourage tutees to use the FIKA mental health App and will show FIKA resources in group tutor times</p>	<p>Irayna Owen and David Clarke to produce FIKA resources for registrations when appropriate. Zach Beamish to provide training for tutors where appropriate</p>	<p>Training for tutors Time to produce suitable resources and access to local forums to ensure information is up-to-date and appropriate. Access to the FIKA App for sixth formers</p>	<p>Irayna Owen/David Clarke to evaluate FIKA</p>
	<p>Everyday classroom practice which supports positive mental health and emotional literacy. Teachers are encouraged to identify opportunities in their subject areas and to model positive emotional regulation. Teachers are encouraged to inform the</p>	<p>HODs to ensure that mental health and wellbeing is an item on departmental meetings. Zach Beamish to advise on auditing curriculum for opportunities for mental health and positive wellbeing</p>	<p>Training for HODs in mental health awareness and managing mental health concerns</p>	<p>HODs and SLG line-managers to evaluate</p>



	pastoral team of any concerns regarding a students' wellbeing.			
	Curriculum – students' access PD sessions (year 12) and assemblies (year 12 and 13) at KS5, a number of which cover mental health topics, including accessing support in and outside of college, managing exam stress, building resilience and using the FIKA app	Jez Frost oversees the sixth form PD programme. Sessions are delivered by individuals with appropriate knowledge, such as Irayna Owen, the WCCYM team and Anna Hunn, college counsellor.	Planning time for JF and sixth form team Access to the FIKA App for sixth formers	Zach Beamish – SLG line-management
	Enrichment curriculum – a new enrichment option has been designed for which students can opt in year 12. It will cover promoting psychological wellbeing.	Anna Hunn to organise design and implementation of the enrichment and to run it.	Time for staff to prepare resources	Irayna Owen/Anna Hunn to evaluate
	Chaplaincy – WYCCM visits the sixth form one lunch time per week and allow any student (or member of staff) an opportunity to talk about any emerging concerns that they may have	Susie, Cherie and Sally allocated to Comberton Sixth Form as Youth workers.	Timetabling of rooms and sharing of information	David Clarke to evaluate



	<p>An annual wellbeing survey and biannual health related behaviour survey give a good indication of the overall levels of mental wellbeing and identify further areas for support. This is carried out with both year 12 and 13</p>	<p>Sally Newton – Health related behaviour survey Zach Beamish – Wellbeing survey</p>	<p>Admin support in data processing and analysis</p>	<p>Zach Beamish and Sally Newton to analyse data and feedback to relevant stakeholders ( to David Clarke for the sixth form)</p>
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Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Targeted support– Students in school can access support with emerging mental health issues. This level is aimed at providing early intervention to help in resolving emerging mental health issues. This level of support is largely held within pastoral teams in the sixth form supported by Irayna Owen, to whom tutors will refer students. At this stage students present with some behaviours typical of mental health issues. Mental health issues may impact on a student’s ability function, but students are able to attend school regularly (attendance between 95% - 90%) and engage with most activities.</p> <p>Cause of mental health issues is unlikely to be related to abuse or</p>	<p>Signposting to services specialising in bereavement and grief counselling (STARS, Cruze). Logging of family bereavements via email to relevant staff (teachers, support staff, tutor) to assist colleagues with sensitive support</p>	<p>Izzy Baker to advise on services to refer to. Irayna Owen to make/support students with referrals to grief/bereavement support Bereavements to be e-mailed to relevant staff by Irayna Owen/Sarah Thomas</p>	<p>Tutors -Mental Health Champion training to support with identification of needs and appropriate support for students. Izzy Baker – training on local offer (via pinpoint)</p>	<p>Jennie Girling – line-management of Izzy Baker Deputy Principals – evaluation of pastoral provision including provision for bereavement support</p>
	<p>Identification and pastoral support for students with emerging mental health needs through coaching and mentoring.</p>	<p>Tutors will increase regularity of meetings with identified students Tutors may inform other staff of student needs Tutors may refer to Irayna Owen for further support</p>	<p>Tutors – mental health awareness training (Delivered whole school). Tutors – mental health champion training and skills in supporting student mental health needs.</p>	<p>Line managers (sixth form deputies) regularly reviewing workload and allocation of resources within pastoral teams.</p>
	<p>Guided access to self-referral services such as Kooth, Shout, Chat health</p>	<p>Irayna Owen signposts resources to students and their families for accessing suitable resources.</p>	<p>Tutors/Irayna Owen Mental health champion training and regular updates on services from Zach Beamish</p>	
	<p>Referral to support with Irayna Owen, by subject</p>	<p>Irayna Owen to meet with student, either regularly or to refer on</p>		<p>Irayna Owen to evaluate use of provision (impact</p>



significant safeguarding concerns. There is a minor risk to self/others presented by young person.	teacher, tutor, student or parent/carer	Support logged on Support database		and ease of access).
	Referral to counselling via 'in-house' counsellor	Irayna Owen to meet student and assess if a referral to the counsellor is needed. Irayna Owen to complete referral paperwork with the students and put in the Support restricted access area for the counsellor. Support logged on support database.	Mental health champion training and regular updates Regular liaison between Irayna Owen and counsellor	Irayna Owen to evaluate use of provision (impact and ease of access). Counsellor to formally evaluate provision at the end of each year for the KS5 SEND review. Irayna Owen/counsellor to evaluate places available and efficacy of support regularly.
	Referral to WCCYM (Cherie Williamson) for support work.	Irayna Owen to assess student needs and refer to CW where appropriate (currently space for 3 students) (support co-ordinator).	CW regular and appropriate training	Irayna Owen to evaluate use of provision (impact and ease of access) on a half-termly basis. Irayna Owen to evaluate places available and efficacy of support regularly.



	Referral for external counselling services via YOUUnited	Irayna Owen to assess student needs and refer to GP or external services as appropriate	Mental health champion training – Irayna Owen	Irayna Owen to evaluate use of provision (impact and ease of access) on a half-termly basis. Irayna Owen to evaluate places available and efficacy of support regularly.
	Identification of students who may need additional low-level support in pupil notes and emails from Irayna Owen to relevant staff.	Meeting with student and Irayna Owen, emails written together	Irayna Owen Mental health champion training and Evidence based interventions training.	David Clarke to monitor with Irayna Owen
	Referral for support by local authority (EHA process and support)	Irayna Owen to complete an EHA with young person and their family and to submit EHA to EHH via liquid logic	Irayna Owen -Training by local authority and training in using liquid logic (local authority team)	Zach Beamish to lead training and review EHAs regularly with Irayna Owen
	Outreach to vulnerable groups: Young carers – regular reminders to identify young carers and regular support (fortnightly lunch slot)	Izzy Baker – Young Carers Champion running group and liaising with Centre 33 Young Carers project Pastoral team to monitor and identify young carers	Training for whole staff in identification and working with young carers	Zach Beamish to evaluate impact and ensure that there are regular reminders for supporting young carers



	Outreach to vulnerable groups: Students with disabilities and medical issues	Sixth form SEND keyworkers and sixth Form Cabin Leads to regularly review wellbeing of students School Nurse (S While-Paddon) to monitor wellbeing of students with medical needs	Training for SEND team and Cabin leads – Mental Health Champion Regular updates from keyworkers/CSS on supporting vulnerable students	Zach Beamish to oversee training Irayna Owen to oversee implementation by Sixth Form SEND staff Jane Hylton to oversee implementation by sixth form Cabin staff
	Outreach to vulnerable groups: Disadvantaged students	Tutors/lead deputies to monitor wellbeing of students		Irayna Owen to monitor support for disadvantaged students
	Outreach to vulnerable groups: Equality and diversity	Irayna Owen to signpost and support students with emerging needs	Appropriate training related to E&D (including restorative practices) for Irayna Owen as appropriate	David Clarke – line-management of E&D
	Outreach to vulnerable groups: Child of a parent in prison	Sixth form team to liaise with Jennie Girling to support with referrals to Ormiston Families	Training for tutors and leadership team in how to support children with a parent in prison	Irayna Owen/David Clarke– where significant safeguarding issues are present to review provision for individuals



Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Specialist support - -- Students in school can access support with significant mental health issues. This level is aimed at providing support to help in resolving mental health issues and increasing student’s participation in learning in school. At this stage students present with behaviours typical of mental health issues. Mental health issues have an impact on a student’s ability to engage with most activities. Students may be school refusing regularly or unable to attend school full-time. Causes of mental health issues is may be related to abuse or significant safeguarding concerns. There is a risk to self/others presented by young person.</p>	<p>A referral to Younited (single point of access for CAMH).</p>	<p>Irayna Owen will advise and complete referrals with student/parents</p>	<p>Training on the Younited referral process</p>	<p>Irayna Owen</p>
	<p>Keyworker and single point of communication in school. Irayna Owen is responsible for referring and sharing key information with specialist provisions.</p>	<p>Keyworkers are based in the Sixth Form SEND and Cabin teams. Irayna Owen to oversee students relating solely to mental health issues, and where there are other complex issues such as safeguarding or SEND.</p>	<p>Mental Health Champion training for relevant staff. Regular opportunities to access supervision for relevant staff.</p>	<p>Irayna Owen Mental health, SEND and Safeguarding teams</p>
	<p>Students who present with anxieties about attendance at school or who have difficulties attending school due to mental health issues may be placed on a reduced timetable for a phased return and an Individual Alternative Education Plan</p>	<p>Carli Hobday– supporting families and young people with reduced attendance and/or school refusal issues in liaison with Irayna Owen where there is a mental health need</p>	<p>Training in delivering evidence-based interventions</p>	<p>David Clarke/Sarah Thomas</p>



	<p>Students with disordered eating and eating disorders may be supported by the School Nurse and Medical Room team, or by Irayna Owen often liaising with external support services. Advice to see the GP for a specialist referral will be given. If a care plan is needed the School Nurse will write this in conjunction with specialist services. If timetable changes need to be made (for example not accessing PE) Irayna Owen will arrange this and support. If a student is an in-patient Irayna Owen will become the single point of contact and will co-ordinate work with teachers for the student.</p>	<p>School Nurse (Susan While-Paddon) and Irayna Owen</p>	<p>Mental Health Champion/Ongoing CPD related to eating disorders</p>	
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	<p>Where the cause of mental health issues is likely to be related to abuse/significant safeguarding concerns a social care referral or urgent referral to 111 option 2 is made by David Clarke, Irayna Owen or Sarah Thomas of the sixth form safeguarding team.</p>	<p>Sixth form safeguarding team</p>	<p>Mental Health Champion/ongoing CPD related to safeguarding</p>	<p>Sean Pollock – Safeguarding</p>
	<p>Where there are clear neurodevelopmental issues present but a student has not had an assessment for ASD/ADHD there is a process in school (assess, plan, do, review and EHA) which Irayna Owen will complete with support from Sean Pollock</p>	<p>Irayna Owen and Sean Pollock</p>	<p>Training in making Younited referrals</p>	<p>Sean Pollock</p>



Where a student is unable to attend school due to significant/complex mental health issues the school will support specialist services in appropriate risk management	Keyworker/single point of contact established for student and their family/carers.	Irayna Owen will be the usual keyworker/single point of contact for families	Ongoing CPD/access to supervision	Sean Pollock – Alternative Provision
	If mainstream provision is not appropriate or not able to meet the needs of the student an EHCP or alternative provision is considered	Irayna Owen as sixth form deputy, support	Ongoing CPD/access to supervision	Irayna Owen as sixth form deputy, support
	If a student presents with an immediate/significant risk of harm to self or others there may be a social care referral made	Sixth form safeguarding team will co-ordinate referrals to social care	Access to Supervision	Sean Pollock - Safeguarding



## Staff wellbeing

### Purpose and Principles

The wellbeing of professionals working within the Trust is of paramount importance. Staff are the most important resource schools have when it comes to delivering a high quality education. Without a personal sense of wellbeing, it is difficult to nurture wellbeing in others.

Employers have a legal "duty of care" towards employees (The Health and Safety at Work Act 1992) which requires them to manage and safeguard the physical and psychological wellbeing of their staff. Wellbeing at work is therefore essential if we are to reach our best potential and help pupils and students to do the same. There is a definite correlation between positive staff wellbeing, pupil and student achievement and a school's continued improvement (DfE: 2018).

Managing staff wellbeing and promoting a healthy work-life balance will help attract and retain the calibre of staff needed for an outstanding education system.

Supporting the wellbeing of staff will:

- Reduce staff absenteeism and turnover,
- Develop a more motivated workforce with high morale, able to deliver a challenging, education for our pupils students,
- Improve team work, staff development and co-operation,
- Recognise that excessive hours of work can reduce staff effectiveness,
- Provide positive role models for pupils and students

Work-based stress can have a significant impact on staff wellbeing and in turn impact on pupil and student outcomes. It is therefore important that the school does what it can to monitor work-based stress and create opportunities for stress reduction where possible.

Actions to support positive staff wellbeing:

- Identify the main challenges to staff wellbeing by gathering appropriate evidence on the main drivers of stress within the school. This is done through a wellbeing and workload questionnaire completed by all staff at least annually.
- Where workplace stressors are identified, suitable risk assessment should be undertaken to help eliminate the stress or control the risks from stress. This may be done through a referral for an Occupational Health Assessment where appropriate.
- Clearly signpost sources of support available to all staff. For instance, helplines, websites or other information on improving wellbeing are all signposted in staff toilets, the staff room and around the school (for example in office spaces).
- Clearly signpost routes to accessing more specialised or targeted support such as counselling, coaching and/or supervision available to staff. Line-managers will have training and support in how to refer a member of staff where appropriate.
- Create suitable opportunities for staff to discuss their wellbeing regularly with a line-manager (or suitable member of staff). Staff involved in these discussions should have appropriate training made available to them.
- Create forums in the form of the Wellbeing meet-ups to allow staff to discuss wellbeing issues in the school and suggest possible solutions.
- Create opportunities for appropriate professional development to ensure that staff feel competent in the work that they do.
- Encourage staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues



Senior Leaders in schools should be aware of how they model positive behaviour to manage workload and work-related stress and how this can feed into the overall school ethos and culture. For example by: creating opportunities to discuss wellbeing in line-management meetings; awareness of reasonable working hours, and; collaborating with staff on strategies to manage workload reasonably.

Some areas that schools could develop further to support with staff wellbeing might include:

- Providing up-to-date job descriptions, with duties and responsibilities relating to individual teacher's roles clearly identified
- Paying attention to the physical working environment. Ensuring that site issues are resolved where possible and that staff have a space to recuperate.
- Monitoring working hours and encouraging staff to take breaks in-line with employment legislation.
- Offering staff the option to participate in wellbeing activities e.g. sport activities, social activities, mindfulness sessions.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Ensuring there is a culture where staff achievements are acknowledged and celebrated.
- Explicitly outlining staff wellbeing provision in recruitment (for example as part of job adverts and discussions during interviews with prospective candidates)

Staff are able to request for money to support enrichment activities via the Staff Enrichment and Wellbeing Fund which was created from refunds from Exam Boards through years where exams were cancelled due to COVID. Funds can be used to subsidise activities which promote staff wellbeing. Activities should link to the 5 ways to wellbeing:

- Connect
- Be active
- Take notice
- Keep Learning
- Give

Examples of activities that would be approved:

- Starting a staff gardening club (links to connect, take notice, keep learning, give)
- A staff social trip to the botanical gardens in Cambridge (links to connect, keep learning)
- Couch to 5K group (links to connect, be active)
- Chocolate tasting session (Links to connect, keep learning)

What we don't fund:

- Alcohol
- Activities which are exclusive to departments or individuals
- Increases to staff salaries
- Events/activities which would bring the school into disrepute.

Requests for funding are considered on a case by case basis and staff can request funding via a Form.

