

Mental Health and Wellbeing of Students at K.G.G.S

Kesteven and Grantham Girls' School



Approved by:	Welfare	Date: June 2025
Last reviewed on:	June 2023	
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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.

KGGS 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. We therefore aim to provide 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.

2. Scope

This document describes KGGS's approach to supporting mental health and wellbeing. This policy is intended as guidance for teaching and non-teaching staff and governors. This policy will also be made available to students and parents/carers and be published on our website. This policy should be read in conjunction with other relevant school policies, in particular SEND and Medical conditions policies

3. Policy Aims

KGGS aims to be a mentally healthy environment where the whole school community:

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

KGGS aims to promote positive mental health and wellbeing, through the standard curriculum, extended provision and individualised support when needed.

4. Lead Members of Staff

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

- Mrs Doig – Designated safeguarding lead
- Mrs Hubbard – Senior mental health lead and Deputy DSL
- Mrs Macpherson – Deputy DSL
- – Heads of year
- Mrs Hubbard, Mrs Pendle, Mrs Hall, Mrs Walker, Miss Day, Mrs Nicklin, Mrs Turner, Miss Wakerley, Mrs Marshall, Mrs Watson, Mrs Cartright, Mrs Green, Mrs Elliker, Mrs McCabe, Miss Evans, Mrs Garbett and Mrs Singer – Mental Health First Aid trained
- Mrs Knott – Staff wellbeing lead
- Mrs Bird – Equality, diversity and inclusion lead
- Mrs Blatherwick – Governor, Chair of the Welfare committee.

5. Warning Signs

If it is suspected that a young person is having mental health difficulties, support will be put into place quickly. For a list of potential signs please see Appendix 1

6. Registering concerns

Any member of staff who is concerned about the mental health or well-being of a student should log this concern on Bromcom, as a safeguarding concern.

In the event of any concerns that a student may be at risk of immediate harm, then the safeguarding team should be contacted immediately in addition to the concern being logged on Bromcom.

If a student presents as a medical emergency, then the school's procedures for medical emergencies should be followed.

If a student discloses a concern about either their own mental health or that of a friend or a member of staff, the school's safeguarding procedures for disclosures should be followed.

Where a referral to CAMHS (Children and Adolescent Mental Health Services) is appropriate, this will be managed by the safeguarding team.

7. Individual Wellbeing Care Plans

Where there is a concern about a student's mental health or in instances where a student has received a diagnosis of a mental health problem, a well-being care plan should be established. The well-being care plan should be a collaborative process with the student, and may also involve the parents/carers and health care professionals where relevant/appropriate.

A copy of the Wellbeing Care Plan is included as Appendix 2 alongside a supporting document – Appendix 2a - which can be used by any member of staff when completing the plan with a student.

8. Teaching About Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our guidance programme.

The content of lessons will be determined by the specific needs of the cohort and lessons are reviewed and updated on an annual basis. When mental health is covered, the aim of the lessons is to ensure students are able to identify what mental health is, when problems may arise, the signs to look out for and how and where to seek support and help for themselves or others.

We follow the [Relationships Education, Relationships, Sex and Education \(RSE\) and Health Education](#) statutory guidance to ensure we teach mental health and emotional wellbeing issues in a safe and sensitive manner. The programme is reviewed annually by the pastoral team.

9. Support and Signposting

We will ensure, students and parents/carers are aware of sources of support and help available.

The aim of this is to ensure students and parents/carers understand:

- What help is available
- Who it is aimed at
- How to access support
- When to access support
- Why they should access support
- What is likely to happen next

We will display relevant sources of support in communal areas and will regularly highlight sources of support to students within relevant parts of the curriculum

Staff will be proactive and signpost support for students where appropriate,

Some students experiencing mental health issues may require additional help to access their learning. Please see the Special Educational Needs and Disability Policy for further information.

Within school there is a well-being referral pathways (see Appendix 3)

10. Working with parents/carers

We recognise the importance of working with and supporting parents and carers as part of our whole school approach to mental health and wellbeing

It may be necessary to inform parents or carers of any concerns relating to the mental health of their child. In this event, we will be sensitive in our approach. Before disclosing to parents or carers we should consider the following questions (to be adapted on a case by case basis):

- a. Can the meeting be held face to face? This is preferable, subject to any restrictions.
- b. Where would be the best environment to conduct the meeting? At school, at their home or somewhere neutral?
- c. Who should be present? Student, staff, parents etc.
- d. What are the aims of the meeting and the expected outcomes?

11. Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

Additional training will be available for key pastoral staff and those wishing to develop the knowledge in greater depth.

Additional training on mental health will also be provided to all staff as part of our ongoing safeguarding updates alongside further training and support available from the DSL or well-being team.

12. Policy Review

This policy promotes positive mental health in students and is a working document.

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)

13. 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
- Availability of and access to wellbeing support
- Training and development for staff
- Information sessions for parents and students
- Induction and professional development of staff

Appendix 1 – Potential Warning Signs

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to 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
- Evidence of use of non-prescribed drugs or alcohol
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Unsuitable clothing (for example long sleeves in the summer)
- Secretive or unusual behaviour
- Avoiding attendance at PE or getting changed secretly
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

We all differ in outward manifestations of distress, so it is important to consider any signs of change, for example, someone who is normally outgoing and communicative becoming less talkative and withdrawn.

It is important to emphasise that for some students experiencing distress, there may not be any apparent warning signs, or the student may actively be trying to hide their distress

Appendix 2 – Wellbeing Care Plan**KGGS Wellbeing Care Plan***To be completed with the student***1. Student Information**

Name of Student		Form	
Wellbeing Need			

2. Signs, Symptoms and Triggers

What are the signs that you need support?	Triggers that make things worse:

3. Wellbeing Needs

What do you need during school hours?	What do you need outside of school hours?

4. What to do when things get worse (strategies and coping mechanisms)

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5. Is there anything else you would like us to know relating to your wellbeing in school?

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6. Medical and Wellbeing Contacts (if appropriate)

Name of Doctor		In school wellbeing contact (trusted adult)	
Name and address of Surgery		Email	
Phone number		Phone number (or extension)	
Does this student have other medical and/or SEND needs? <i>Is a Health Care Plan in place?</i>			

External Agencies involved	Contact details

Date this form was completed	
Completed by:	
To be reviewed by (within 6 months):	



KGGS Wellbeing Care Plan

To be completed with the student. Use the examples in blue to help the student complete the different sections.

1. Student Information

Name of Student		Form	
Wellbeing Need			

2. Signs, Symptoms and Triggers

What are the signs that you need support? <i>e.g. excess fidgeting, lack of concentration, withdrawal, difficult being in lessons/ around others, difficulty communicating needs, pacing, crying.</i>	Triggers that make things worse: <i>e.g. noise, lights, crowded spaces, being asked questions, being singled out, movement between lessons, unstructured social times.</i>

3. Wellbeing Needs

What do you need during school hours? <i>e.g. Time out card, practicing coping strategies, seating plan changes, teacher awareness of needs, safe space to take time out, speaking to trusted adult.</i>	What do you need outside of school hours? <i>e.g. Use of support apps, using support network, safe space, safety plan, self soothe box/resources.</i>

4. What to do when things get worse (strategies and coping mechanisms)

<i>e.g. breathing exercises (square breathing, finger breathing), use of fidgets, grounding techniques (5,4,3,2,1; count the colours), music, mindful crafts, use of support apps (Calm Harm, Clear Fear, Move Mood- see KGGS website for more signposting), pastoral support.</i>

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5. Is there anything else you would like us to know relating to your wellbeing in school?

e.g. changing seating plans, changes at home, time out card, challenges in certain lesson or with workload, friendship challenges.

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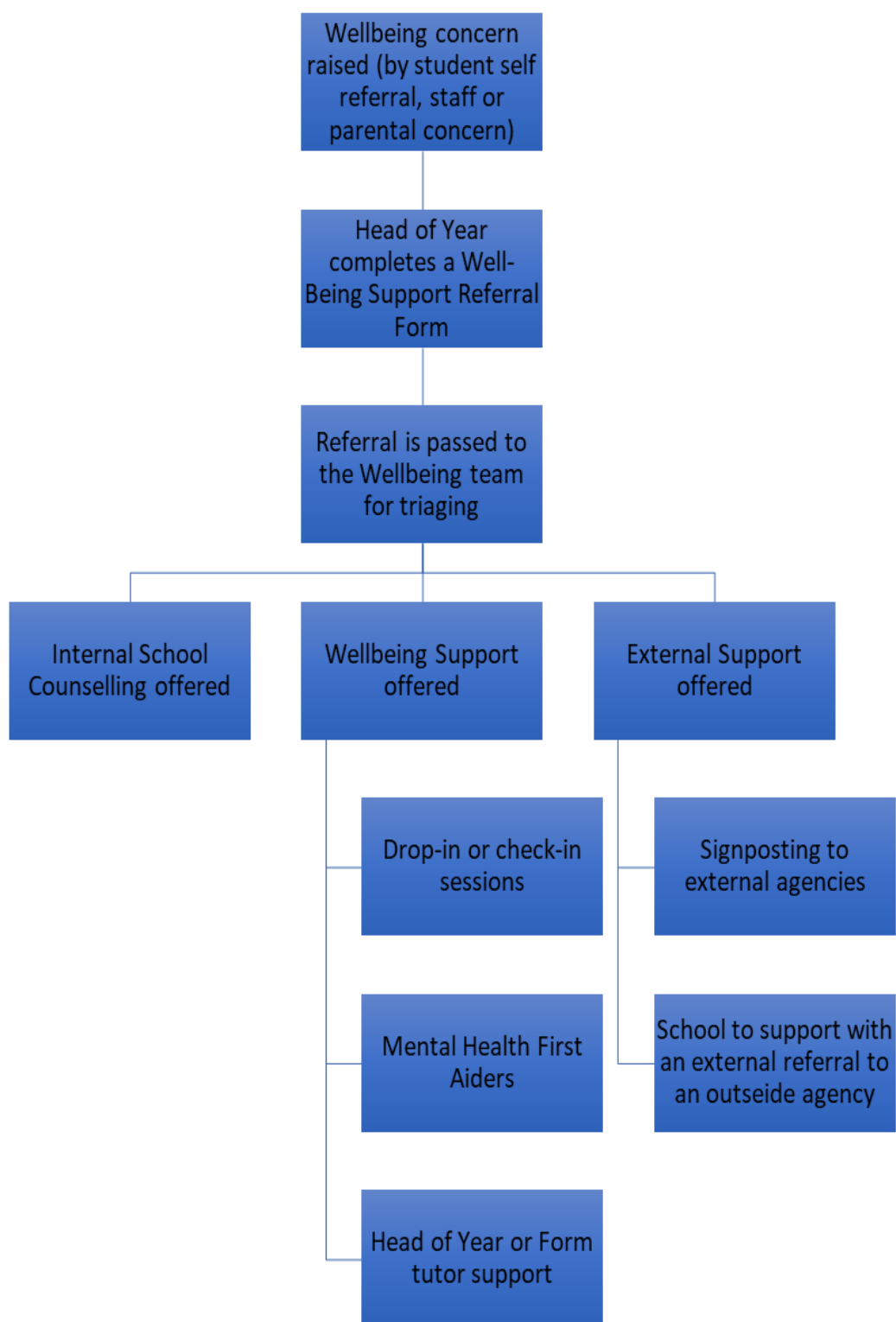
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External Agencies involved	Contact details

Date this form was completed	
Completed by:	
To be reviewed by (within 6 months):	

Appendix 3 – Mental health/well-being referral pathway



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
5.0	February 2023	Headteacher Deputy Headteacher Senior Mental Health Lead Parents of Evelyn Gibson	Mr J Fuller Mrs T Doig Mrs A Hubbard Mr and Mrs Swift
5.1a	April 2023	Headteacher	Headteacher
6.0	April 2025	Deputy Headteacher	Safeguarding team, wellbeing team, Heads of Year

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
5.0	February 2023	Policy review with significant updates
5.1a	April 2023	Policy split – 5.1a for students and a separate staff wellbeing policy
6.0	April 2025	Policy Review

Authorisation

Name	Date	Signature
Mrs J Blatherwick Chair of Welfare Committee	June 2025	