



The King's (The Cathedral) School

Student Mental Health and Emotional Wellbeing Policy

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Ratified By:	Governing Body
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Student Mental Health and Emotional Wellbeing Policy

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This policy should be read in conjunction with the:

Safeguarding and Child Protection Policy
Behaviour Policy
Anti-Bullying Policy

1. Policy Statement

At The King's (The Cathedral) School, we are committed to promoting **positive mental health, emotional wellbeing**, and an **inclusive, joyful environment** for all pupils, their families, staff, and governors. Guided by our Christian vision of *"many parts, but one body, as it is with Christ"* (1 Corinthians 12:12), we recognise that every member of our community is valued and that we flourish best when we work together in unity and mutual support. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures, we ensure a safe and supportive setting for everyone affected - both directly and indirectly - by mental health issues. The Assistant Headteacher, who has responsibility for Wellbeing and also serves as the Senior Mental Health Lead, has overall responsibility for overseeing the mental health and wellbeing of all staff and pupils.

2. Scope

This policy is a guide to all staff, including non-teaching staff, those working as part of the Cathedral's provision for Choristers educated at the King's (The Cathedral) School and Governors, outlining The King's (The Cathedral) School approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

3. Policy Aims

- **Foster an inclusive and joyful environment** that promotes positive mental health and emotional wellbeing for all pupils, where everyone feels valued, supported, and empowered to thrive.
- **Cultivate excellence in understanding and awareness** of common mental health issues across the school community, encouraging open conversations and compassionate responses.
- **Equip staff with the skills and confidence** to identify and respond generously and effectively to early signs of mental ill health in pupils, ensuring timely and sensitive support.
- **Support staff in accessing appropriate resources** and guidance when working with young people experiencing mental health challenges, promoting a culture of care and professional excellence.
- **Provide inclusive and tailored support** to pupils with mental health needs, and ensure staff know how to signpost pupils and their families to specialist services when needed.
- **Empower pupils to build resilience** through engaging and joyful techniques, fostering a sense of self-worth, strength, and community.
- **Raise awareness among staff and senior leadership** of the importance of staff mental health, promoting an inclusive culture of wellbeing where signs and symptoms are recognized, support is accessible, and excellence in care is a shared responsibility

4. Staffing

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the Pupil Support Officer [PSO] for the relevant Key Stage. If there is a concern that the pupil is high risk or in danger of immediate harm, the school's child protection and safeguarding procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. Teaching about Mental Health and Emotional Wellbeing

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally healthy and safe are included as part of our Learning for Life curriculum and our Learning to Learn Peer Mentoring Programme.

At King's we will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://pshe-association.org.uk/topics/mental-health>

Incorporating this into our curriculum at all stages will promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

6. Signposting

At The King's (The Cathedral) School will ensure that staff, pupils and parents / carers are aware of the support and services available to them, and how they can access these services. We will make them aware through: noticeboards, common rooms, toilets, etc. and through our communication channels (letters, websites, workshops), we will share and display relevant information about local and national support services and events.

7. Sources of Support at School and in the Local Community

The King's (The Cathedral) School is committed to providing as much support as possible to both pupils and staff to enable their positive mental health and wellbeing. We appreciate that pupils may find certain staff more approachable / able to meet their individual needs and the School will encourage and make known to them that they can speak to whoever on the staff they feel will be best able to listen and help. Pupils should be made aware of the support available to them through new parents' evening, bulletin boards, posters around the School, the School's Website, assemblies and in Form Time.

Available Support	Suitable for	Access
Form Tutors	All year groups	Principally in Form Time, break and lunchtime.
Pupil Support Officer	Years 3-13	Anytime (PSOs do not have a teaching commitment).
Academic Heads of Year (AHOYs) and Sixth Form Deputies (SFDs)	Years 7-13	These members of staff have reduced timetables and pupils should be made aware of who they are and how to contact them.
SEND and Pupil Premium Teams	All years	These teams will arrange bespoke interventions to meet the needs of Pupil Premium and SEND pupils.
Head of the Junior Department	Years 3-6	These members of staff have reduced timetables and pupils should be made aware of who they are and how to contact them.
Assistant Headteacher with responsibility for Key Stage JD and Year 7	JD and Year 7	

Assistant Headteacher with responsibility for Years 8 & 9	Years 8 & 9	
Assistant Headteacher with responsibility for Key Stage 4	Years 10-11	
Assistant Headteacher with responsibility for Key Stage 5	Years 12-13	
Assistant Headteacher responsible for wellbeing and safeguarding	All years	Problems regarding mental health and wellbeing should be escalated where appropriate
The School Chaplain	All years	Operates an open-door policy.
The Director of Music at the Cathedral and Cathedral Music Department Staff	King's School Cathedral Choristers	Director of Music at Peterborough Cathedral. Morning / afternoon weekend chorister commitments.

8. Local Support

In Peterborough, there are a range of providers specialising in children and young peoples' mental health and emotional wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation. Useful mental health websites and mental health apps are displayed on the School Website and bulletin and display boards.

9. Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should log a concern on My Concern, the school's safeguarding portal.

Possible warning signs, which all staff should be aware of include

- Physical signs of harm that are repeated or appear non-accidental
- Expressing feelings of failure, uselessness or loss of hope
- Changes in eating / sleeping habits
- Changes in clothing, e.g. long sleeves in warm weather
- Increased isolation from friends or family, becoming socially withdrawn
- Secretive behaviour
- Changes in activity and mood
- Skipping PE or getting changed secretly
- Lowering of academic achievement
- Lateness to, or absence from school
- Talking or joking about self-harm or suicide
- Repeated physical pain or nausea with no evident cause
- Abusing drugs or alcohol
- An increase in lateness or absenteeism

10. Targeted Support

The King's (The Cathedral) School recognises that some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents / carers with a mental illness and those living in

households experiencing domestic violence. As a School we will ensure timely and effective identification of pupils who would benefit from targeted support

11. Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the pupil first, however, there may be instances when information must be shared, such as pupils up to the age of 16 who are in danger of harm. It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the pupil. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents or carers must always be informed, but pupils may choose to tell their parents / carers themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the School makes contact with the parents / carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents / carers should not be informed, but the child protection procedures should be followed.

12. Whole School Approach

12.1 Working with Parents / Carers

If it is deemed appropriate to inform parents / carers there are questions to consider first:

- Can we meet with the parents / carers face-to-face?
- Where should the meeting take place - some parents / carers may be uncomfortable on School premises so consider a neutral venue if appropriate?
- Who should be present - pupils, staff, parents / carers etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent / carer, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent / carer to reflect and come to terms with the situation.

Signposting parents / carers to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents / carers have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed / agree are added to the pupil's record and an Individual Care Plan created if appropriate.

12.2 Supporting Parents / Carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

1. Ensuring all parents / carers are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
2. Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
3. Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
4. Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

12.3 The Cathedral (The King's School) Choristers

The School's links with Peterborough Cathedral are both historic and enduring. The King's (The Cathedral) School was first established to educate the choristers at The Cathedral. As a School we understand the enormous commitment that choristers undertake but also see the enormous benefits that they receive - an outstanding musical education with the benefit of being educated at an over subscribed School reflective of their impressive educational outcomes.

The King's (The Cathedral) School, through the Assistant Headteacher with responsibility for Chorister Partnerships, will liaise with Cathedral staff twice every half term (principally through the Cathedral's Director of Music) to monitor the mental health and wellbeing of the Cathedral (The King's School) choristers.

13. Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Peers can also log anonymously if they have concerns through My Voice, our safeguarding portal for pupils only. Support will be provided in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents or carers with whom we will discuss:

1. What it is helpful for friends to know and what they should not be told
2. How friends can best support
3. Things friends should avoid doing / saying which may inadvertently cause upset
4. Warning signs that their friend needs help, e.g. signs of relapse

Additionally, we will want to highlight with peers

1. Where and how to access support for themselves
2. Safe sources of further information about their friend's condition
3. Healthy ways of coping with the difficult emotions they may be feeling

14. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues to enable them to keep pupils safe.

We will host relevant information on our website for staff who wish to learn more about mental health. We will signpost to staff that the MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

We are, and remain, committed to providing staff both training and resources and as a School we are committed to evaluating our provision for student and staff mental health and emotional wellbeing.

The King's (The Cathedral) School is, and will remain, committed to surveying the mental health and emotional wellbeing of all pupils and staff.

The CPD (Continual Professional Development) budget will allocate 10% of the funds allocated specifically to the aims of improving staff awareness of mental health and emotional wellbeing.

15. Policy Review

This policy will be reviewed every two years as a minimum. The next review date is September 2027.

In between updates, the policy will be updated when necessary to reflect local and national changes.