

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

PUPIL WELLBEING AND MENTAL HEALTH

This policy is applicable to Kirkham Grammar Senior School (KGS)

Policy number: 67	Date last reviewed: March 2025	Next review: March 2026
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1. Introduction and Aims

Kirkham Grammar School is fully committed to the care and wellbeing of its pupils. As stated on the school's website, the Kirkham Grammar School's purpose is to enable its pupils to fulfil their potential through inspirational teaching within a family ethos; allowing children in our care, to thrive and to become strong, contributory citizens and leaders within the community. Positive and productive communities are built upon positive relationships. Staff are strongly encouraged to build and model positive, collaborative and productive relationships with pupils, parents and carers, and with each other.

Additionally, our aim is to create a positive, supportive and collaborative culture, where all members of the community feel safe, valued and capable of fulfilling their potential, which is the foundation on which world-class schools are built. Creating the environment that fosters confidence to strive and thrive, underpins what Kirkham Grammar School is all about. This is the foundation of wellbeing and the state of positive mental health.

The purpose of this document is to outline the means and measures used to support pupils in the development and management of their overall wellbeing in the process of becoming well-rounded, competent and capable young people, who have been prepared to play a full and contributory role in society.

For the purpose of this policy, mental health is defined as, 'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.' (World Health Organisation, 2022). Such is the broader schema of the concept of wellbeing, further detail can be found in Appendix 1.

Within this document it is the intention to:

- Present the approach of Kirkham Grammar in the promotion of positive mental health and wellbeing throughout the community
- Provide guidance for all stakeholders in regard of their roles in supporting the mental health and wellbeing of the pupils, including how an inclusive and supportive culture is created and maintained, whereby the concept of 'mental

health' is un-stigmatised and an open and respectful environment is upheld, and wellbeing is highly valued

- Enable staff to identify and support the needs of those who would benefit from early interventions in wellbeing management or potential mental health issues
- Inform stakeholders about the processes and procedures in school, regarding mental health support and wellbeing management and identify access to appropriate resources

This policy was constructed in consultation with:

- The Governing Body
- The Head and Senior Leadership Team
- The Deputy Head (Pastoral)
- The Pastoral Manager
- The Attendance officer and Prevent Lead

The policy is part of a coherent structure of policies, determining how the school operates and, such is the nature of how wellbeing is experienced, should be read alongside the vast majority of school policies. However, Kirkham Grammar School policies that run closely alongside the Wellbeing and Mental Health Policy include;

- Anti-Bullying Policy
- Attendance Policy
- Behaviour, Rewards and Sanctions Policy
- CCTV Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities
- Online Safety Policy
- PSHE Policy
- Relationships and Sex Education Policy
- Self-harm Policy
- SEND Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Teaching and Learning Policy

2. Legislation and Guidance

This document is written with regard to the following relevant statutory and non-statutory guidance. In particular:

- The Equality Act 2010
- The Data Protection Act 2018
- The UN Convention on the Rights of the Child
- Keeping Children Safe in Education (KCSIE) 2024
- Special Educational Needs and Disability Code of Practice (SEND) 2014
- Working Together to Improve Attendance 2024
- Promoting children and young people's mental health and wellbeing 2023

3. Roles and Responsibilities

The whole Kirkham Grammar community (Staff, Pupils, Parents, Carers and Families, Support staff, Governors) have a responsibility in the promotion of positive mental health

and wellbeing. This extends from the individual interaction of pupils with staff, to the presentation of the school environment. All aspects speak to the ethos of the school, with the promotion of a family ethos and inspirational teaching, leading to the fulfilment of potential of the Kirkham Grammar community. The core values and behaviours of Respectfulness, Readiness and Responsibility (known as the 3 R's) encapsulate how Kirkham Grammar School believes, as a school, that the goals and aims set out in the mission can be achieved. Wellbeing should be at the heart of every decision and action that is taken on behalf of the school, and every interaction that happens in the name of Kirkham Grammar School.

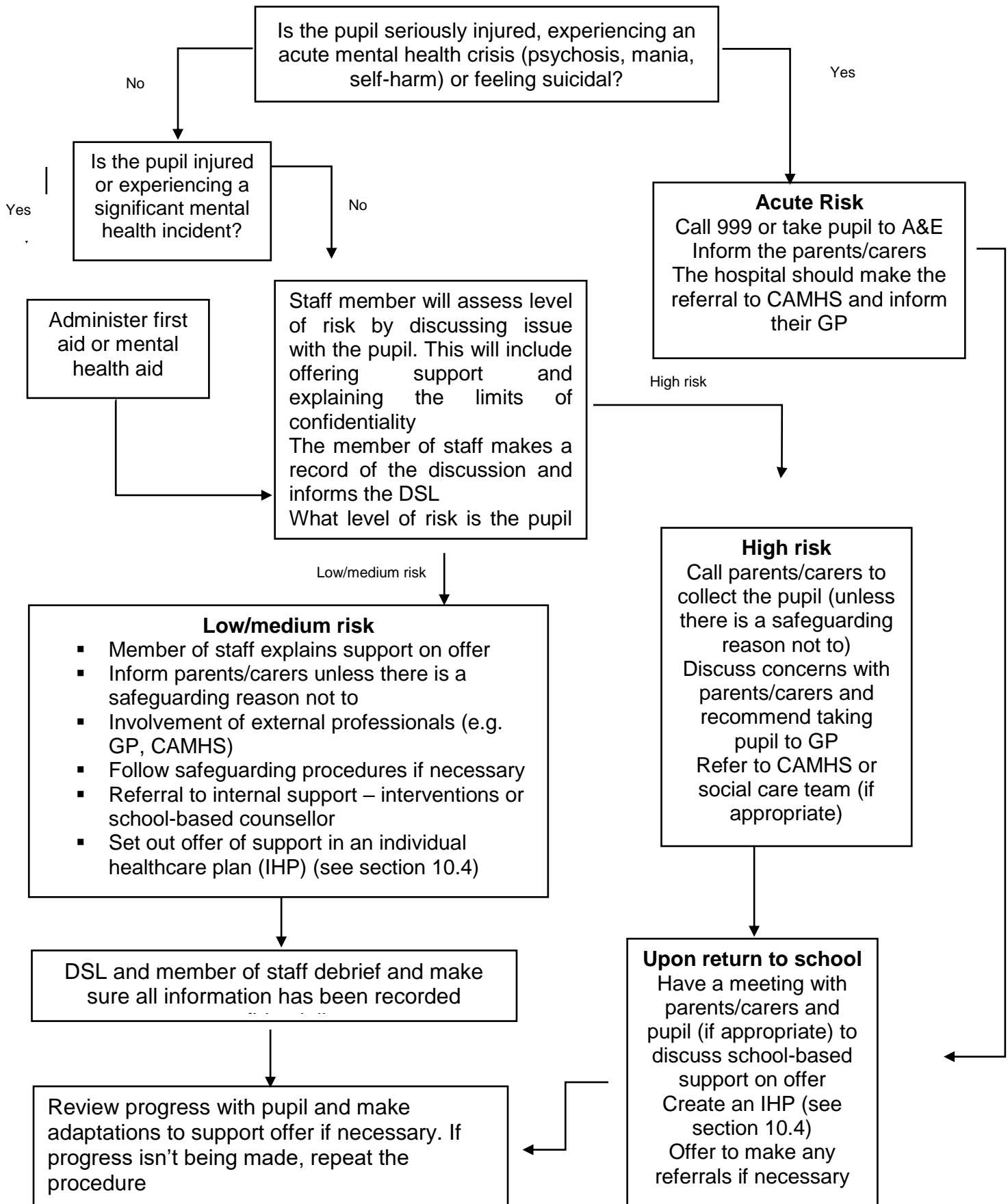
At a whole school level, decision making bodies will need to align, in regard to the future direction and development of the school, for which the best interests of those served by the school need to be taken into account. The wellbeing of those affected, is a fundamental aspect of consideration when taking such decisions. As such, at a corporate decision making level, responsibility for wellbeing considerations will be made by;

- The Governing Body of the School
- The School Executive Committee (Kirkham Leadership Team)
- The Senior Leadership Team
- The Pastoral Leadership Team (Pastoral Deputy Head and Heads of Year)
- The Heads of Department.

On an individual level, there are those with key leadership roles within the school (who would have a direct input to the decision making bodies identified above), and are key in overseeing and ensuring consistent implementation of policy on a day to day basis. These staff include:

- The Headteacher
- The Deputy Head (Pastoral)
- The Pupil Wellbeing Manager
- The Pastoral Manager
- The SENDCO
- The Designated Safeguarding Lead (if different from above)
- The Attendance Manager and Prevent Lead

4. Procedure to follow in a case of acute mental health crisis



5. Warning Signs

Such is the community nature of wellbeing, a considerable number of aspects of school life will affect pupils' wellbeing in some way. Staff are advised and informed about indicators of changes in pupil's mental health and wellbeing. This information is made available to staff through a variety of school policies, but in particular Kirkham Grammar School's:

- Attendance Policy
- Child Protection and Safeguarding Policy
- PSHE
- Self-Harm
- Smoke and Vape Free
- Relationships and Sex Education

In addition to these formal statements of support for pupil wellbeing, information is also made available through:

- Staff Information bulletins on the staff noticeboard
- Reminder emails
- Staff briefings
- INSET Days
- Awareness raising days

In addition to staff, pupils and Parents are given information to support the wellbeing of the children of the school and ways of supporting their own wellbeing.

When staff, parents and pupils of the school, are informed about warning signs to be on the lookout for, the following changes in usual behaviour or demeanour are identified as common signs:

- Mood or energy levels
- Eating or sleeping patterns
- A declining attitude towards lessons or academic attainment
- Quality of personal hygiene
- An increase in poor behaviour choices

In addition, the following indicators can highlight decline in personal wellbeing:

- Social isolation
- Poor attendance and punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feelings of failure
- Drug and/or alcohol abuse
- Rapid weight changes
- Secretive behaviour
- Unnatural actions to cover parts of the body
- Strong refusal to take part in PE or use of the changing rooms
- Pain or nausea without obvious cause
- Injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing Disclosures

It should be clearly understood, by all staff, that any of the staff employed by Kirkham Grammar School could receive a disclosure. Young people will disclose when they feel comfortable and feel that a moment is appropriate. All staff must ensure that they are versed in the procedure for recording a disclosure, as well as the manner in which a disclosure is received. These are given, in detail, in the Child-Protection and Safeguarding Policy (Section 3). Suffice to say, staff should ensure that the safety and wellbeing of the child is at the centre of the process and that staff should establish that their own safeguarding is upheld through the professional application of the stated process.

Staff are instructed to consult the school's DSL (Designated Safeguarding Lead) or DDSL (Deputy Designated Safeguarding Lead).

In addition to staff, certain pupils of the school also provide a structured support system, through which disclosures may made. The school's Peer Mentor system, trains and places pupils from 4th Year to Lower 6th in the position to support younger pupils of the school. If a disclosure were to be made to Peer Mentors, they have been instructed to seek a member of staff immediately. The member of staff will record as much detail of the disclosure from the Peer Mentor and then instigate any required action.

7. Supporting pupils

Baseline Support for all pupils

At Kirkham Grammar there are numerous avenues used for educating and promoting positive mental health and wellbeing. At a fundamental level, this occurs with personal interaction and it should be the expectation of everyone in the community that every interaction (on an individual level, small or large group) is conducted with respect for all involved. All of the values upheld by Kirkham Grammar School, should be modelled, in every sense, by Governors Seniors Leaders, and all teaching and support staff. This expectation is stated in the Professional Standards guidance, issued by HM Government (DfE, 2011, Teaching Standards, www.gov.uk/government/publications - updated 2021).

Pupils should also adhere to the expected standards of behaviour and conduct in place to create order within the environment and establish a safe and productive learning environment. Where pupils fall short of expected standards, staff are expected to address such instances in a timely and appropriate fashion. Where guidance is needed for this, the school's Behaviour, Rewards and Sanctions Policy (2024) outlines actions and consequences, in line with the school's ethos, agreed values and professional teaching standards.

In order for pupils to learn and develop self-management and self-leadership that is at the heart of the KGS mission, pupils are informed how to, and encouraged to, maintain their own mental health and wellbeing through:

- Tutor Periods
- PSHE Lessons
- Assemblies
- Awareness Raising days/weeks

- Information on noticeboards in Form rooms/classrooms and around school
- Signposting information on noticeboards in Form rooms/classrooms and around school
- Visiting speakers and groups
- Concern reporting app (see below)
- The school website
- Parent App links to resources, websites and webinars

Concern Reporting App

The concern reporting app is accessible by all pupils via the task bar of all school PC's and laptops logged on to the school's intranet. The concern reporting app enables individuals to report a concern about themselves or somebody else. There is also a link, on the school website for pupils to book a meeting with one of the Pastoral Support Team based in the Pastoral Hub.

Additional Support for all pupils

There are a further range of support measures that enable Kirkham Grammar School to support its pupils. These include:

- Pupil Voice (in particular, the Health and Wellbeing Committee)
- Peer Mentors (serving 1st – 3rd Years, with 6th form Peer Mentors supporting older year groups, where necessary)
- Anti-bullying Ambassador Representatives in years 1st – 6th Form
- Wellbeing Assessments (currently undertaken through the CEM Wellbeing Check)
- A Pupil Wellbeing Manager (part of the Pastoral Hub Team), whose role entails an oversight of the measures and methods taken to support the wellbeing of pupils at Kirkham Grammar
- The Pastoral Support system, led by the Deputy Head (Pastoral) and operated through the Pastoral Manager, the Heads of Year and Form Tutors
- The Pastoral Hub (see below), whereby pupils can book or drop in to see any of the staff for support with issues that they might be experiencing or concerns they have for another pupil
- Continued encouragement to discuss mental health, in the same sense as physical health, and eliminate the stigma that still remains
- The school Surgery (Medical Centre) – where Surgery Managers offer additional support

The Pastoral Hub

The Pastoral Hub is a physical building on site. It accommodates a team of Pastoral support staff, who operate to support the wellbeing and mental health of all pupils (and staff) at Kirkham Grammar. Based in the Pastoral Hub are:

- Deputy Head (Pastoral) and DSL
- Attendance Manager and Prevent Lead and DDSL
- Pastoral Manager and DDSL
- Pupil Wellbeing Manager and DDSL
- The School Dog, 'Bee'

The Pastoral Hub, comprises:

- Deputy Head (Pastoral) office
- Reception area
- Consultation booth
- Lower Ground Floor Office
- Lower ground floor meeting room
- 'Woodlands' – counselling and talking therapy room

Internal Mental Health and Wellbeing Interventions

Pupils can access the Pastoral Hub from 8.15am until 5.15pm (Monday to Thursday) and from 8.30am until 5.00pm (Fridays). The Hub operates an open door policy, whereby children can drop in at any stage of the day to seek support with issues or crises experienced. In order to support the Teaching and Learning at Kirkham Grammar, pupils can seek to be excused from lessons, if the concerns or issues they have, have become a distraction to their learning. Where possible, if support is sought during a lesson, pupils are listened to, given strategies to support them for the remainder of the lesson and then encouraged to go back to complete the lesson. This is not always possible, and children can also access quiet parts of the Hub to regulate themselves (with or without support). Pupils can also access laptops to continue to work, if this is deemed most appropriate.

Additional measures can be put into place to help pupils in supporting and regulating themselves. These measures include:

- Time out cards (to give pupils space to calm down or re-gather themselves if they become overwhelmed in a lesson)
- Exit Pass (to be excused to go to the toilet or a medical reason)
- Reduced timetables
- Google Classroom access for learning from home
- Counselling (the school currently has a part-time counsellor 1.5 days)
- Part-time Educational Mental Health Practitioner (EMHP) (1 day per week)

Making External Referrals

The school makes use of a variety of external organisations which complement the work conducted within the school and provide specialist (more intensive) support where appropriate. The school calls upon the services of:

- Lancashire County Council (LCC) Social Services
- Children and Adolescent Mental Health Services (CAMHS)
- GP referrals and NHS Services
- Barnardo's
- Mental Health Charities (Kooth, Young Minds)

8. Supporting and Collaborating with Parents and Carers

At Kirkham Grammar, the stated Family Ethos extends beyond the boundaries of the school day and extends to the support for and from the families and carers of the children that populate the school. Caring for all, in the community, is an important part of

the KGS mission. There are various levels at which the school collaborates with, and supports, the parents of the school.

Parental Consultations/Parents Evening

It is the approach of the Pastoral Team to raise and address issues of wellbeing or mental health, sooner rather than allowing them to grow. Developed and established issues, tend to require more intensive work and time in addressing. Therefore, as soon as it is perceived that an issue needs 'flagging' with Parents, it is strongly encouraged to open communication channels with the parents. Whether this is through Form Tutors, subject teachers, Heads of Year or Department or any members of the Pastoral Support Team.

Parents evening are provided primarily for an academic update about the child, in a face-to-face situation, with the child's teachers. However, there is ample opportunity to meet with, and discuss pastoral issues, with the child's Form Tutor and Head of Year where issues regarding wellbeing can be discussed.

Information evenings are also an opportunity for staff to highlight to parents the work that the school conducts in supporting their children and educating how parents can support their children at home.

The Pastoral Hub sends out a weekly link to a webinar ('Let's talk Mental Health') exploring a variety of Mental Health topics, which inform parents how to approach, address and support specific concerns they may have with their own children.

9. Whole School Approach

PSHE

Topics whereby pupils can learn about, and develop, strategies to develop and maintain their mental health and wellbeing are taught, in an age appropriate way, throughout the PSHE curriculum (the specifics of this can be found in the Personal, Social, Health and Economic (PSHE) Education Policy – 2024 and the PSHE Programme of Work for each year group). However, to summarise what is taught, lessons cover:

- Developing healthy coping strategies
- Challenging misconceptions surrounding mental health and wellbeing
- Recognising their own emotional state
- Keeping themselves safe

Creating a positive attitude towards mental health and wellbeing

The term mental health has been stigmatised for many years, with the connotation being that 'mental health' means mental 'illness' or something is 'wrong'. The presentation of mental health alongside physical health helps people to understand the concept much more, given that we are not always healthy (physically). The same can apply to our state of mind. The emotional aspect of our mental health can be challenging to some which, perhaps, gives some indication why there is a certain element of 'fear' and distance from it. Breaking down these perceptions requires discussion, analysis and reflection. This is undoubtedly a challenge, when we are faced with ensuring that all teachers appreciate

the benefit of creating positive attitude toward mental health and wellbeing. Indeed, it is the aim to ensure that staff feel that they too, have the same level of support offered to the pupils at the school, reinforcing the nature of a school which values its whole community on every level.

However, presenting Kirkham Grammar as a school with a family ethos, will undoubtedly suggest to existing and prospective parents, that their children will be looked after as they would be by their own parents. Therefore, considerable emphasis on the building and maintenance of positive relationships between staff and pupils has been outlined in the Behaviour, Rewards and Sanctions Policy (2024). From a foundation of good relationships, pupils gain a perception that school is a safe place to be and they can communicate with trusted adults, when may need support with an emotional (mental health) or wellbeing concern.

10.Training

Staff are trained in mental health support in numerous ways.

The value of positive relationships with pupils and colleagues, in school, cannot be understated. Positive relationships amongst staff are vital for the working atmosphere to be effective and affective (as well as maintaining the wellbeing of staff). Where the teaching body feel supported professionally and on a personal level, the atmosphere across the school will reflect this positive feeling. This will be passed on to the pupil body, who will sense and perceive positive, warm relationships between staff which, in turn, model behaviour expectation for the pupils.

Staff who feel supported will, in turn, feel confident to support pupils. Formal training at Kirkham Grammar is undertaken via:

- Termly INSET
- Google Classroom Training and online courses
- Knowledge, and the process of application, of school policies and procedures
- Supporting pupils with experience staff supervision (shadowing)
- Conversations with pupils in form time or in class, keeping up to date with current issues affecting young people
- Access to external courses and Continuous Professional Development (CPD) opportunities

11.Supporting Staff

Staff who work with children on a daily basis will, invariably experience the effects of children who are dealing with issues which affect their mental health and wellbeing. This may come in the form of challenging behaviour in lessons and around school. However, staff who offer emotional support to children will consequently experience some emotional impact on themselves.

With increasing challenges, pressures and workloads that teaching brings, it is essential that staff learn how to address, support and maintain their own emotional balance, mental health and personal wellbeing. Kirkham Grammar school will treat any concerns regarding mental health with the utmost regard.

Staff can also access supervision through, but not limited to, the organisational structure, whereby Teaching staff can be supported by Heads of Department, Heads of Department can be supported by their line manager (a member of the Senior Leadership Team). Where this is not appropriate, alternative support can be sought and, such is the family ethos at Kirkham Grammar, staff will often seek supervision support from trusted colleagues. Nonetheless, as an employer, Kirkham Grammar would facilitate the most appropriate external support available to staff, should it be required.

Kirkham Grammar offers in-house wellbeing support through Mindfulness Training. This is a voluntary course which runs for 8 weeks. Whilst the course is free, staff do pay for the course materials which are used to practice and develop their own mindfulness meditation. Staff are also offered Yoga, as a form of relaxation.

12. Policy Monitoring and Review

Such is the nature of that rate of change in the modern world, Kirkham Grammar school needs to be constantly updating and upskilling. Procedures and policies need to change in response to changing demands. This policy sits alongside, and is informed by, a Pastoral Development Plan and Wellbeing Auditing Tool and feeds into the Whole School Development Plan.

Pastorally, the restless nature and drive to develop the ways in which we can support children at Kirkham Grammar, means that the Pastoral team are frequently accessing new ways and opportunities to support the Kirkham Grammar community. It is anticipated that this policy would have been updated several times over the year following the origination/review date. Therefore, withstanding policy review date will be one year from the date identified as the originating date, but interim updates will be added and dated at the time of confirmation. This will relate to changes in operation, structure, resources or access to training.

Therefore, the stated date for review will be January 2026

Kirkham Grammar School
Registered Charity No: 1123869 and Registered Company No: 6195985

Further consideration for the broader factors affecting Wellbeing in a school setting

Wellbeing can be a transient state and is a combination of factors including physical health and a person's environmental factors (home, school, workloads, friendships, dreams, aspirations and expectations). Within the school environment, there are additional factors that will have an influence on the wellbeing and mental health of its pupils. These are, but not limited to, perceived safety (personal and environmental), friendships (quality and stability), relationships with staff, perceived competence and achievement levels, classroom environment and the quality of teaching and learning. To this end, the wellbeing of the whole school community will be influenced and affected by all aspects of school life, underpinned by the policies that govern school operation.

In light of the definition of mental health in this document, it must be understood that, whilst the community are unable to control the wellbeing of individuals, children and young people, or the decisions that parents take which strongly affect a young person's wellbeing, the whole community can have a strong influence and impact upon the young person's wellbeing – both in a negative way and a positive way.

The position that Kirkham Grammar (as with other schools and establishments) will find itself in is a constant response to the negative impacts, of the world around, on the young people and families who make up the Kirkham Grammar school community. The very conceptualisation of 'Kirkham Grammar Community' identifies an approach and ethos from which the school operates. Indeed, this is stated in the Kirkham Grammar school website homepage and promotional literature of 'Family ethos, Inspirational Teaching, Fulfil Potential'. The protective factors that, KGS as a school can impart on its pupils, are set stable set of shared values which enable pupils to develop and implement personal resilience.

On the website, the school's Mission Statement is identified as the school's motto, '*Ingredere ut Proficias*' literally translated as 'Enter to Profit'. The meaning of this motto, however, extends (fundamentally) much further than this *prima facie* statement. The 'profit' element of the motto refers to making the most of the opportunities that present themselves to those who are part of the Kirkham Grammar School community. Kirkham Grammar seeks to inspire its pupils, to become the 'best version' of themselves (certainly as that is imagined during that person's time at the school). This is done through the provision of numerous facilities to support the young people of the school in doing this. However, it is from the fundamental belief that individuals will do this when they are feeling safe, confident, competent, encouraged and supported. Alongside the academic (Teaching and Learning) branch of the school, is the Pastoral System. It is the Pastoral System which underpins Teaching and Learning, ensuring that pupils have the emotional support to reach (and out-reach) their own limits in the classroom. In addition, there is the Co-curricular Programme, which provides opportunities to achieve beyond the classroom.

Parents and carers are also encouraged to form close, supportive links with the school to establish a network of care around the young person. This is facilitated through letters and documentation, signposting to specific websites, webinars and online information, parental meetings (formal – parents' consultations and individual parent meetings), parental presentations and informal discussions with parents.

Factors Influencing Relative Levels of Wellbeing:

Safety – the pupil's physical safety in and around school is covered predominantly through the Health and Safety Policy (March 2024) and Fire (March 2024) and implicitly in other policies. In lessons – as a learner – the quality of the level of challenge, individual monitoring, learning support (as covered in the Teaching and Learning policy, July 2024; Special Education Needs, November 2024; and Behaviour, Rewards and Sanctions policy, July 2023), identifies these aspects of safety in learning. Safety within learning is at the core of good teaching practice, whereby a pupil feels that he/she can take 'risks' in the learning environment without experiencing the negative consequences of failure to achieve a set target/expected level. If teachers perceive that there are external factors that are limiting a child's success (issues at home, issues with friends, etc), it is a teacher's duty to exercise professional curiosity, and attempt to find out what is affecting progress.

Friendships – Kirkham Grammar School does intervene with friendship issues (see Anti-Bullying Policy) in an attempt to find resolution. Each issue, regarding friendships, will be unique and the actions taken will be formed from an understanding of the children involved. Staff will apply professional judgement, experience and be guided by the underlying principles (values) of the school. Aspects of policy may need to be applied (for instance, Behaviour, Rewards and Sanctions), however members of staff are expected to consider fairness and equality in all decisions and actions. The overarching purpose is to retain aspects of wellbeing (and learning) from the situation.

Relationships with Staff – The importance to a teacher's integrity in how they build and maintain positive relationships with pupils can be found in the Teacher Standards document (December 2021, <https://www.gov.uk/government/publications/teachers-standards>). Additionally, the necessity for this is reinforced in the opening paragraph of the Behaviour, Rewards and Sanction policy (September 2024). Furthermore, the school has a simplified version of the foundation of good learning relationships in the school's 3 'R's' (Ready, Responsible and Respectful). INSET days are an opportunity to reflect upon and reinforce the essential nature of positive relationships between staff and pupils for the learning environment. Staff briefings, provide a weekly opportunity to reinforce, reflect and refocus the purpose of the roles that all staff at KGS have in relation to the creation of a positive learning environment. The school's 'family ethos', provides a point of reference for the application of professional duties. It is also recognised that opportunities for learning exist beyond the classroom.

A Pupil's Perceived Level of Competence – This pertains to how a pupil perceives their own learning ability. A pupil's perception of their own learning ability will be a factor of a range of previous experiences, not least and amongst other things, previous teacher comments, setting policy, previous exam/assessment performances, self-perception and comments from others (parents, other pupils). Teaching and learning policy, assessment and reporting, use of assessment data, use of learning support (Pupil Passports), acknowledgement of Pastoral information (personal information and Behaviour Passports where applicable) all feed in to the perception that a learner will have of themselves (as a learner). Stretch and challenge, when applied appropriately, can enhance a pupil's wellbeing, enabling opportunities for success and growth.

Links with external facilitators and agencies – There will come a time when the skills, abilities and time to be able to support a young person within the school resource pool,

reach their limit. When this is perceived to have happened, The KGS Pastoral Hub has a number of avenues of support to explore and utilise. At KGS, there are the dedicated services of a School Counsellor/Independent Listener available on a Tuesday afternoon and Wednesday – all day- (September 2024 – present). The school is also able to access the services of Children and Adolescent Mental Health Services (CAMHS), Lancashire County Council Social Services, Children and Young Persons Mental Health Practitioner (CYPMHP), the NHS SHINE programme (Support, Hope, Inspire, Nurture, Empower), Key/CANW (Child Action North West), New Start, Barnado's. All of the services mentioned, provide (and have provided in the past) on-going support for pupils at Kirkham Grammar School

Teaching and Learning - In an educational setting, the teaching and learning process and experience is crucial to supporting the wellbeing of an individual. Perceived level of competence is nowhere more exposed, for children, than within subjects and lessons. The ability of the Teaching Staff to inspire and generate confidence and a genuine interest in their subject is crucial to the process. Inspirational Teaching and Learning is at the heart of schools of the highest calibre. Schools that promote the broader understanding of Teaching and Learning will also have a clear understanding of how to inspire children to become positive and intrinsically motivated pupils. From a learning perspective, this would self-promote wellbeing through a non-threatening/safe atmosphere within lessons, whilst striving for the highest standards of attainment.

Behaviour Policy – Behaviour standards and expectations, as outlined within the school's Rewards, Sanctions and Behaviour Policy are the foundation of the school environment. The atmosphere within school and in lessons is a crucial element and one of the main desires of all pupils and staff, which is to feel valued and safe. It is the responsibility of all members of the Kirkham Community (Staff, Pupils, Governors, and Parents) to uphold the behaviour policy in terms of how they conduct themselves and apply the essence and procedures imbued via the policy. Kirkham Grammar School, prides itself on promoting a Family Ethos, where care and consideration for its community is at the heart of practice. A behaviour policy that is based upon respect and positive relationships, and the consistent application of the policy by all staff, creates the certainty and boundaries that breed a perception of feeling valued and safe.

Assessment of Wellbeing – In order to understand the 'level of wellbeing' at the school, KGS uses the Cambridge Centre for Evaluating and Measurement (CEM) Wellbeing Check assessment tool. This sits alongside the CEM academic assessment tools (MidYIS, YELLIS and ALLIS) to give an all-round picture of the learning capacity of the individual pupils at KGS. Whilst any wellbeing assessment would be, at best, a 'snapshot' from an individual perspective (such is the transient nature of wellbeing), it is likely to be more stable over a number of years and a number of assessments.

Co-Curricular – The Co-curricular offer at Kirkham Grammar, plays a crucial role in the education of the whole person. For many pupils, sport provides a more prominent place in their priorities than academics for the majority of their school life. However, the enriching nature of activities outside of lessons, is vital in the enrichment of an individual and support for their wellbeing. Purpose, doing things for others (charity) and engaging in activities, that are passions for some, provides the opportunity for enrichment and growth. Additionally, staff and pupils alike get to engage, side-by-side, in a variety of non-academic settings. This supports the bonding and relationship building process through teachers and pupils seeing each other outside the academic setting. Some of these

include, drama, music, sport, engineering clubs, a variety of science based clubs, the Duke of Edinburgh Award Scheme, the Combined Cadet Force, tours, trips and visits.

Pastoral Hub – The Pastoral Hub is a building set back from the main school buildings. It comprises staff and pupil working space, a meeting space (for small staff groups, pupil groups and parental meetings) and separate space for therapeutic interventions (Woodlands). There are four of the school's staff based in the Pastoral Hub; The Deputy Head – Pastoral, The Pastoral Manager, The Pupil Wellbeing Manager and The Attendance and Prevent Lead. The meeting room provides room for the Department's Care, Guidance and Support Meeting (which happens weekly, the Heads of Year meeting (which happens half termly) and any pre-arranged parental meetings. It also provides a space for pupils to work, if it is deemed appropriate that they study/access lessons from the Pastoral Hub. Woodlands, enable the school's staff, with experience in talking therapeutic intervention and external providers of interventions, a private space to conduct sessions with pupils. The Pastoral Hub also accepts pupils who perceive the need for immediate support. For the purpose of monitoring of absence, teaching staff are emailed regarding the pupil attending the Hub. A record is also made of the visit in a 'visitor' log.

Boarding House – with a small Boarding community, the wellbeing of these pupils will be covered in the school's Boarding House Handbook, containing policies and outlining the links and channel for communication, for wellbeing, between the school and the Boarding House.

Equality and Diversity – This will be outlined in the school's Equal Opportunities Policy

Statutory Obligations – Can be found in the following links

https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf

Reference Documents

https://assets.publishing.service.gov.uk/media/63e11487d3bf7f172b673731/State_of_the_nation_2022_-_children_and_young_people_s_wellbeing.pdf

https://assets.publishing.service.gov.uk/media/5a823518e5274a2e87dc1b56/Transforming_children_and_young_people_s_mental_health_provision.pdf

https://assets.publishing.service.gov.uk/media/63dcfbffd3bf7f070ffc1e8d/Support_for_pupils_where_a_mental_health_issue_is_affecting_attendance_effective_practice_examples.pdf

https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf