



Alleyne's School Policies & Procedures

Students' Social and Emotional Wellbeing and Mental Health Policy

Name of Policy	Students' Social and Emotional Wellbeing and Mental Health Policy
ISSR	N/A
Reviewed by	SMT
Author/SMT	Mr G. English Deputy Head (Pastoral)
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Policy Overview

This policy applies to the Senior School.

It informs our approach to promoting social, emotional wellbeing and positive mental health, and outlines the school's role in identifying and managing students presenting with symptoms suggestive of a mental health concern. It draws on the non-statutory advice contained in the Department for Education's publication, Mental Health, and Behaviour in Schools (June 2014) and the National Children's Bureau advice for schools, 'What works in promoting social and emotional wellbeing and responding to mental health problems in schools?' (2015). This policy should be read in conjunction with the statutory guidance, Keeping Children Safe in Education (Sep 2024). We also take guidance from other organisations concerned with the promoting of positive mental health and wellbeing.

Appendices:

- Appendix 1 – External mental health resources list (sources of support and information)
- Appendix 2 – Procedural Guidance in case of Bereavement (Alleyne's Senior School)
- Appendix 3 – Who do I talk to? Poster in classrooms
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A. **PROMOTING WELLBEING AND GOOD MENTAL HEALTH**

Alleyn's School has a whole-school proactive approach to promoting wellbeing and good mental health and to dealing supportively with any problems that arise.

We recognise that our work in this area must be both proactive and reactive and we endeavour to deliver excellent pastoral provision on both fronts.

All staff both operational and teaching recognise they have an important part to play in enabling to Wellbeing and Mental Fitness of our students and our whole community.

Students are taught to have agency and to understand positive practice in building resilient mental fitness to enable them to flourish during their time at School and after.

We work closely in support of parents in developing their understanding of the role they must play and how we can work together as School and Home to enable students to be 'All they can be' whilst being authentic to themselves.

I. **Whole-school ethos**

The school has an ethos of inclusivity, valuing all its students and their diversity. There are clear and robust policies on behaviour: anti-bullying (including cyberbullying) and Rewards and Sanctions.

Students, parents, and staff have a clear understanding of expectations and commit together to the maintaining the positive culture of the community.

Teaching and operational staff receive regular CPD (Continuous Professional Development) and are alert to the importance of enabling and promoting pupil wellbeing in all that they do. They recognise this is as much to do with consistency, predictable and fair application of the school's Code of Conduct and having high expectations of all students as much as any wellbeing specific initiatives.

All teaching staff understand their responsibilities to children with special educational needs, medical needs, and disabilities (SEND). The 'AIM' department supports the Assistant Head Teaching and Learning in ensuring that staff understand and apply reasonable adjustments for students where this is of benefit to their learning and overall wellbeing.

Staff also receive training on mental health awareness, how they can best promote wellbeing in several contexts including the classroom and how to create a learning environment that enables flourishing in Alleyn's students. There is an Occupational Stress Policy to which staff can refer for guidance in support of themselves.

II. **Pastoral provision.**

We have carefully constructed Pastoral care systems and structures that both deliberately promotes positive wellbeing and mental fitness in students and enables our reactive care to be responsive and impactful. Clearly clarified and multi layered pastoral roles across the pastoral care structure enable us in this.

It is important to note that the wellbeing of our students is always at the forefront of our operations but some staff both teaching and non-teaching carry additional pastoral responsibilities as part of their role.

Pastoral positions of responsibility and practice

Tutors are day to day pastoral points of contact for students and their parents. We recognise that the strength of a pupil's relationship with their tutor can significantly contribute to their wellbeing. Tutors support their tutees with all manner of pastoral and academic challenges where necessary supported by the Heads of House and Heads of Year.

Heads of Year have a close eye on each cohort. Tracking students academically and pastorally, while keeping a close eye on behaviour and cross year group culture, identifying trends and patterns across the year and respond accordingly. HoYs do much of the following up on and addressing of day-to-day challenges both in themselves and in their direction of Tutors.

Heads of House Focus on building strong, secure positive relationships with the students in their House and their parents. This serves as a crucial mechanism when students face more complex pastoral challenges that require greater levels of intervention and support that sit beyond the Tutors capabilities or reach. HoHs are responsible for a significant amount of the school's cultural and spiritual education. They are tasked with creating communities within the wider school community through their Houses where they masterfully set out to ensure every child feels in the Middle and Upper Schools feels a sense of belonging and can make a valued contribution to their House.

Head of Lower School Pastoral fulfils a similar pastoral role to Heads of House within the Lower School and enables the work of the Heads of Year and Tutors in the same way.

Heads of Section; Head of Lower School, Director of Middle School, and Head of Upper School, have responsibility for whole school pastoral initiatives whilst leading their teams of HoYs. They work closely with the Deputy Head Pastoral on the most sensitive pastoral issues and play a crucial function in our safeguarding provision as DDSL's working alongside the DSL.

Pastoral support – Operational staff.

Pupils can speak to any member of staff if they need support or advice, not just their personal pastoral team although they are often the most accessible and best placed to help. However, there are Pastoral staff who are deployed without the challenge of carrying a teaching load that carry out both crucial reactive and restorative care and drive our proactive approach to pupil wellbeing;

The school has a well-established **Chaplaincy**, made up of the school Chaplain and assistant Chaplain providing a useful pastoral mechanism for students (and staff) that sits outside of the 'traditional' pastoral structure.

The Nurses are based in 'The Well' and support is given to students with ongoing medical conditions as well as those requiring First Aid. The Nurses play an expert and significant role in ensuring students with medical needs can participate in all aspects of school life. They are often a first point of contact for students in need of support of all kinds and can refer directly to the school counsellors when appropriate. They will also engage the support of an Education Welfare officer or '360' and liaise closely with other pastoral leads, often supporting students as part of an agreed care plan.

'360s' or educational welfare officers are non-teaching pastoral support mentors, with training in counselling and mental health first aid who serve as an additional point of contact for students. They serve an important function during lesson times when teaching pastoral leads are engaged in teaching, support the coming into school of students who face challenges around attendance and check in on and supervise sessions for students on adapted timetables. They play a crucial role in supporting the proactive Wellbeing operations of 'The Well.'

Counsellors work with students at the acute end of pastoral concern and bring a level of specialist, clinical support to our pastoral care system. The school is committed to working closely with pupil's homes in the management of pastoral care at every level including the most acute, and so following assessment will normally always liaise with parents or guardians regarding enabling access to the school counsellor and all that entails, unless, there is a conceivable risk to the pupil in sharing this information

with home. Heads of House and Heads of section will refer students, but children can also self-refer for an initial assessment.

The Section Administrators and the Attendance Officer keep track of pupil's whereabouts over the school day and serve as an additional contact point for students to get help with administrative support and timetables. The Attendance officers work with Heads of Year in monitoring pupil patterns around attendance and punctuality is an important pastoral mechanism.

The Deputy Head Pastoral has oversight of the Pastoral care systems and structures but also directs and provides proactive strategies for building and enhancing pupil mental fitness and wellbeing.

The Assistant Head Safeguarding and DSL is the Designated Lead Safeguarding and Child Protection (DSL). The Safeguarding team includes the Section Heads, the Chaplain, the Nurses and the School Lead Counsellor, and the team is supported by all staff practitioners. The DSL holds fortnightly safeguarding meetings with a safeguarding team.

Proactive Positive Pastoral Care

The school draws on several strategies to enable and strengthen the resilient mental fitness and wellbeing of its students and has deliberate strategies to engender in students a sense of positive emotion, engagement, strong and stable relationships, contribution to the community at a fundamental and deeper level and a personal sense of achievement.

Student Voice

Student voice at Alleyn's incorporates but goes beyond the **traditional 'school council'** experience although Alleyn's School council provides an excellent platform for many students to lead and shape the operations of the school and for every child to comment on a range of issues related to the sections and the whole school including as standing items, matters of EDI and sustainability.

Senior pupil leadership is an entrenched part of our House mechanisms with **Upper School House Captains and Vices** leading their younger House families in cultural and values driven education pieces while their peers the **'Lower School Prefects'** help shape our youngest students school experience.

The Pupil Leadership Team consisting of Senior Prefects, School Captain and Vices carry specific responsibilities to aspects of the schools' operations and through direct contact with the head and other members of the SLT help drive and shape policy and procedure.

These student leaders are trained in being 'coachlike' and play their part as individuals and a collective in supporting their peers and younger students as coach mentors, overseen by the Head of Coaching and Mentoring.

Senior students lead the schools **EDI** work supported by EDI staff leads from non-teaching and teaching staff, they set out to fulfil our overarching strategy of belonging and inclusivity ensuring that every pupil can find their voice through their societies in a safe a secure setting whilst contributing to the celebration of our diverse community.

These senior students and EDI staff leads along with the designated EDI governor come together as the school's EDI Executive to inform and drive the schools overarching EDI strategy.

At the beginning of the year every pupil is challenged to address the schools' values, consider how they would like to see them manifest and shape the culture of the school and their own educative experience.

Students of all ages are encouraged 'OWN IT' in several ways with an emphasis on setting their own culture, supporting each other in living up to the community standards they have set for themselves with the support of the school's staff.

WWW. (What's What at the Well) welcomes children from across the school to come together every Wednesday to share their current lived experience at Alleyn's with the Deputy Head Pastoral and other pastoral leads. To put forwards suggestions and ideas, to raise concerns or just to report on positive occasions worth celebrating. Heads of Year operate their own version of WWW. With a small number of students each week from their year group to gain better insight into their cohort's current school experience.

Student Surveying happens in a coherent and considered way through a range of approaches. Heads of Year survey their cohort weekly utilising MS Reflect to gain a live and up to date 'read' on the wellbeing of their students, directing Tutors to intervene accordingly. Every Half Term, Students complete a fuller Head of House Survey that includes a check on Co-Curricular engagement, a Wellbeing 'PERMA+' check and gathers other information on student pastoral and academic experience. Termly Section Head Surveys provide a fuller Wellbeing and Mental Health check-up, again an engagement assessment against co-curricular and encourages students to reflect on the Term passed and the one approaching.

PERMA & Coaching

Drawing on the work of Positive Psychology, the School adopts a practical and impactful approach to pupil wellbeing. Providing many opportunities for positive emotion, encouraging engagement and passion in pursuit of 'their thing', espousing the importance of mutually positive and beneficial relationships and supporting students in building them, promoting opportunities for contributions at every level of the community and encouraging students to realise the ways in which they can shape and influence not just our school community but our local, wider and global one. Finally, pastoral leads are asked to take every opportunity to provide worthwhile, targeted, and deliberate personalised praise in recognition of every pupil's achievement at any level.

Students are educated about 'PERMA+', how it can be applied to their experience at school, the need for agency and personal responsibility in this area and through AM sessions, PSHE lessons, ALP, the academic curriculum and co-curricular timetable, students are asked to frame their activity considering their own wellbeing. Once more they are asked to 'OWN IT.'

Staff are trained in aspects of positive psychology alongside how to have coachlike conversations. CPD and training for staff with an enthusiasm and passion for 'coaching' is made available and this in turn is passed on to pupil leads resulting in an ever-increasing number of 'coachlike' conversations across the school.

Morning Sessions

We believe that pupil attendance at AM registration and engagement with the cultural and spiritual pastoral provision of the school (much of which happens in our AM sessions), is a key indicator of pupil wellbeing and engagement with their broader education.

Top of the list of early warning signs of student increasing anxiety and increased likelihood of school avoidance are;

- Increasing/excessive tardiness
- Unspecified illness in the morning
- Avoidance of or withdrawal from community spiritual and cultural education and enrichment

Therefore, we ensure that students, parents, and staff are clear of our expectations around punctuality and attendance particularly in relation to the AM sessions.

Equally, we set out to ensure that these times are rewarding, enlightening and provide a positive start to the school day. Providing students with a combination of cultural and spiritual messaging, opportunities for student voice and leadership, positive and uplifting experiences and time with peers and other students building strong and fulfilling relationships.

This is achieved through a carefully structured and planned series of Year group, House, sectional and Whole School Assemblies, LS Prefect and House captain & vices led sessions and tutor times where the form tutor leads engaging and enjoyable form activities.

Staff are reminded of the value of this time and encouraged to reinforce our expectations that students play an active and positive part in these sessions.

'The Well'

The Well's housing of the school nurses and counsellors is only one part of its contribution to the pastoral care system.

The Well serves as a base for legitimate pupil led wellbeing initiatives and activities, celebrating agency around pupil wellbeing, and providing several leadership opportunities and another way for students to contribute.

'Wellbeing Warriors' supported by pastoral leads especially the '360' run a flexible series of activities, one off events, low stake high enjoyment co-curricular sessions, designed to reach as wide a range of students as possible and to engage them with our messaging regarding the value of positive emotion and building positive relationships.

III. The role of the curriculum and co-curriculum

The school aims to promote independence of thinking NS resilience in all its students. The Alleyn's Learners Programme (ALP) (Years 7,8,9, 11, and Enrichment in Year 12) encourages students to develop an open mindset and to be comfortable with taking risks and managing the possibility of failure. The PSICHE curriculum (which can be found on the Hub with details of what is covered, when, with which Years) includes life skills such as making informed choices, understanding risks, and valuing diversity. The issue of good peer relations is regularly raised, including the critical need for care in social media and online activity. Curriculum teaching and learning, along with co-curricular involvement, also promote resilience and social and emotional learning. Students' reports characteristically encourage a positive approach to tackling the challenges of school (and out of school) life and reward effort and engagement in particular. The School's Rewards and Sanctions Policy is written to encourage good individual behaviour and a respect for and kindness towards others in the community.

IV. Students with special educational need and disability (SEND)

The school is mindful of its need to monitor especially the progress and flourishing of students with SEND. To ensure our support is effective, there are systems of communication in place involving the Tutors, Heads of Year, Heads of Section, the Deputy Head Pastoral, the Assistant Head Safeguarding and DSL, the Head of AIM, the Nurses, the Heads of House, and other relevant academic and pastoral staff. There is also regular staff CPD on the issue of supporting students with SEND.

B. MENTAL HEALTH PROBLEMS

Examples of the range of problems students may experience include stress, depression, anxiety, eating disorders, self-harm, behavioural problems, schizophrenia, psychosis, and bipolar disorder. These problems can stem from a wide range of factors; some problems may be quite mild or moderate, while others may take a more severe form, affecting a pupil's ability to cope with day-to-day living.

I. Definitions of some mental health problems:

- Clinical depression: is a common mental disorder that presents with depressed mood, loss of interest, feelings of guilt or low self-worth, disturbed sleep, low energy, poor concentration, and/or changes of appetite. These symptoms occur most days for at least two weeks.
- Anxiety disorders: anxiety disorders are conditions in which anxiety dominates the person's life or is experienced in particular situations. They include "panic attacks," post-traumatic stress disorder (PTSD), OCD and "generalised anxiety disorder."
- Eating disorders are characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour, e.g. anorexia or bulimia.
- Self-harm: is a term used when someone injures or harms himself/herself on purpose (also called self-injury or deliberate self-harm) rather than by accident. Common examples include cutting, hitting, scratching, burning, deliberate ingestion of poisonous substances, or large quantities of medication. Attempted suicide is the most serious form of self-harm.
- Some other recognised disorders: attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, schizophrenia, bipolar disorder.

II. Risk factors for mental health problems

These can increase the probability of a child developing a mental health problem:

- Low self-esteem;
- Life changes: changing schools; birth of a sibling
- Physical illness;
- Bullying and/or discrimination;
- Peer pressure;
- Loss of friendship;
- Learning difficulties;
- Poor ability to relate to others;
- Dysfunctional family life; including domestic violence
- Disadvantaged background;
- Neglect; including hostile or rejecting relationships at home
- Severe psychological trauma – e.g. physical, sexual, or emotional abuse;
- Significant early bereavement – such as the death of a parent;
- Death or divorce within the family;
- Cultural/social expectations;
- Substance abuse (drugs and/or alcohol) – by the child or their parents;
- Genetics – family history of mental illness, including parental psychiatric illness;
- Being in care or adopted.

III. Some common early signs of a mental health problem may include any one or a combination of the following:

- Feeling tired and lacking energy;
- Sleep problems;
- Losing interest in activities and tasks that were previously enjoyed;
- Increased anxiety, looking or feeling 'jumpy' or agitated, sometimes including panic attacks;
- Changes in eating habits and/or appetite: over-eating, bingeing, not eating;
- Deteriorating performance at school/attendance/behaviour/appearance;
- Mood swings that are very extreme or fast and out of character;
- Isolating behaviour, socialising less; spending too much time in bed;

- Aggression; anti-social behaviour;
- Wanting to go out a lot more, needing very little sleep, feeling highly energetic, creative, and sociable, making new friends rapidly, trusting strangers or spending excessively – this may signal that the person is becoming 'high';
- Self-harming behaviour, such as cutting, burning, drug-overdose (wearing baggy or long clothing/avoiding PE);
- Physical injuries.
- All these signs can vary in severity. Often, they can be relatively minor or pass quickly. However, if they are more than this, becoming severe, distressing, or ongoing, it is important to seek further support. N.B. Only medical professionals can make a formal diagnosis of a mental health condition.

C. IDENTIFYING NEED AND THE REFERRAL PROCESS

Through working with parents, external medical and other professionals, the school aims to identify and address mental health problems in their earliest stages, and to set in place a plan of action as soon as possible. The staff (both academic and support) have received training in identifying some signs of mental poor health

The referral process shows how a concern should be escalated (see flow chart below).

N.B. If the pupil is in immediate danger, inform the School Nurse and dial 999 if appropriate. Stay with the pupil.

All school staff who have a concern about a pupil with a possible or actual mental health problem should speak to the pupil's Tutor, Head of House, or Head of Section, or in the case of Support Staff, to their own line-manager. The Support Staff line-manager will then inform the Tutor, Head of House, or Head of Section.

The Tutor, after discussion with the pupil, should then in turn notify the Head of House (for Middle School students and Upper School students) and appropriate Head of Section who will assist in the monitoring and support of the pupil.

The Tutor/Head of House/Head of Section should direct the pupil to counselling options within the school and inform the School Nurses that there is a child feeling vulnerable. The aim is to foster a supportive, non-judgemental, helpful, and safe environment for the pupil.

If there is a safeguarding concern, the Head of Section must consult the Designated Safeguarding Lead (DSL). Additional information will be gathered as appropriate from other staff, parents, and peers. Should the Designated Lead Person for Safeguarding be absent, the Deputy DSL is the Head of Section, and the Deputy Head Pastoral can be engaged.

A nominated staff member from the core pastoral team will act as link with the pupil. The core pastoral team includes: the Form Tutor, Head of Year, Head of House, 360, Chaplain, Nurses, Counsellor, Head of Section, and the Designated Person.

We aim to work with parents as well as with the pupil, ensuring that the pupil's opinions and wishes are considered and that they are kept fully informed so that they can participate in decisions taken about them. The parents/guardian should be informed initially (see Confidentiality and consent below) and invited into School for a first meeting with the Tutor and either the Head of House or Head of Section.

Our Nurses and School Counsellor (a child and adolescent psychotherapist) can make direct contact with CAMHS. A contact number for Southwark CAMHS referrals and out-of-hours facility is included in the Safeguarding and Child Protection Policy.

Parents/guardian will be recommended to seek a consultation with the family GP and to inform the school of the outcome within a reasonable period. However, if no GP consultation takes place and the school remains concerned, the school can refer directly to CAMHS.

A follow-up meeting will be arranged between parents/guardian and the staff previously involved in the first meeting so that progress can be assessed, and targets reviewed.

The interventions provided will be graduated to inform a clear cycle of support:

- (i) an assessment to establish a clear analysis of the pupil's needs;
- (ii) a plan to set out how the pupil will be supported;
- (iii) action to provide that support;
- (iv) regular reviews to assess the effectiveness of the provision and to make changes where necessary.

The importance of early intervention and referral to outside agencies if/when appropriate must be stressed.

D. CONFIDENTIALITY AND CONSENT

The school will, if appropriate, encourage the pupil to tell their parents themselves or with the support of a member of staff.

Where a pupil has a special coping strategy, they will be asked if they wish this information to be shared with staff. Sometimes it is right to share this information with staff irrespective of the pupil's wishes.

Our school protocol is to inform parents/guardians if students are a risk to themselves or to others. We shall inform the pupil of the content of the information and that it will be passed on.

Although medical practitioners and GPs cannot always share information, the school will seek to be aware of any support programmes being offered by a GP that may affect the pupil's behaviour and attainment at school. The school may ask parents to give consent to their child's GP to share information with the school.

In some circumstances the child or young person may wish not to have their parents involved with any interventions or therapies they are receiving. In these cases, staff should be aware that those aged 16 or over are entitled to consent to their own treatment, and their parents cannot overrule this. Children under the age of 16 can consent to their own treatment if it is thought that they have enough intelligence, competence and understanding to fully appreciate what is involved in their treatment. Otherwise, someone with parental responsibility can consent for them.

The school may also need to pass on the information to other staff. The pupil and their parents/guardian will be informed who these staff members are and why they would need to know. The information exchanged between members of staff should only include what is necessary on a need-to-know basis.

The Nurses, School Counsellors and the Chaplain and Assistant Chaplain are bound by protocols pertinent to their roles and professions but have duties under safeguarding statutory requirements to pass on any safeguarding or child protection concerns.

E. School attendance and educational welfare

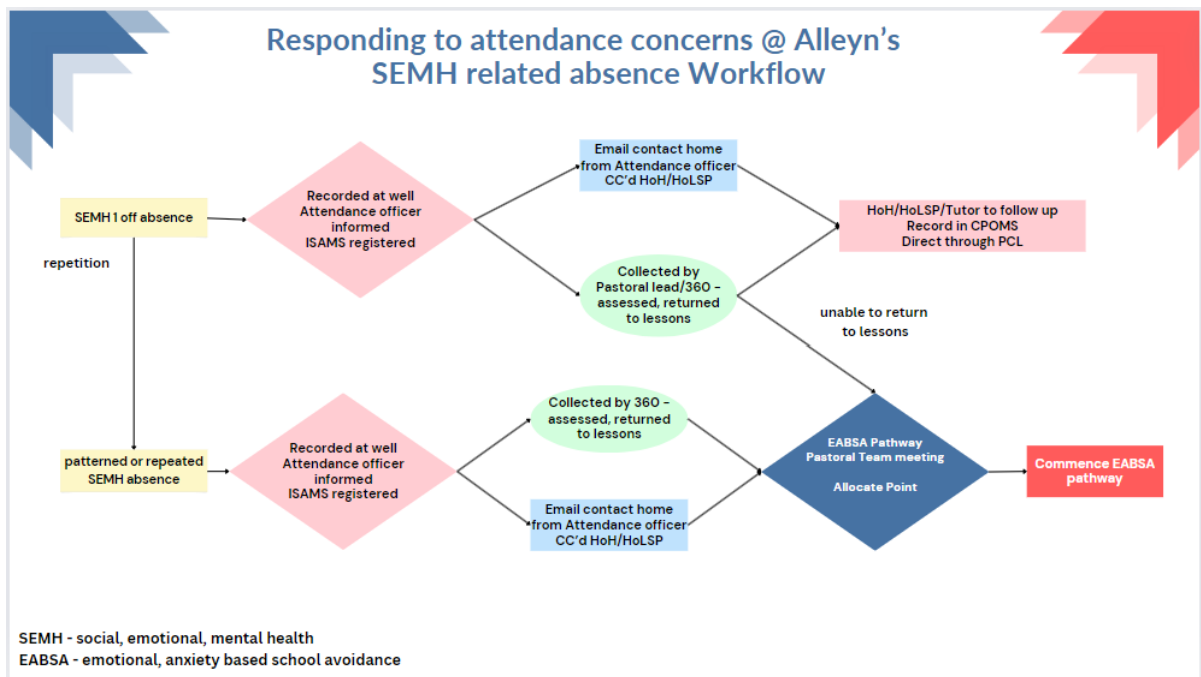
The school reserves the right to insist that any pupil who self-harms at school, or who poses a danger to others at school, does not attend school until they are able to contain their self-harming behaviour at school.

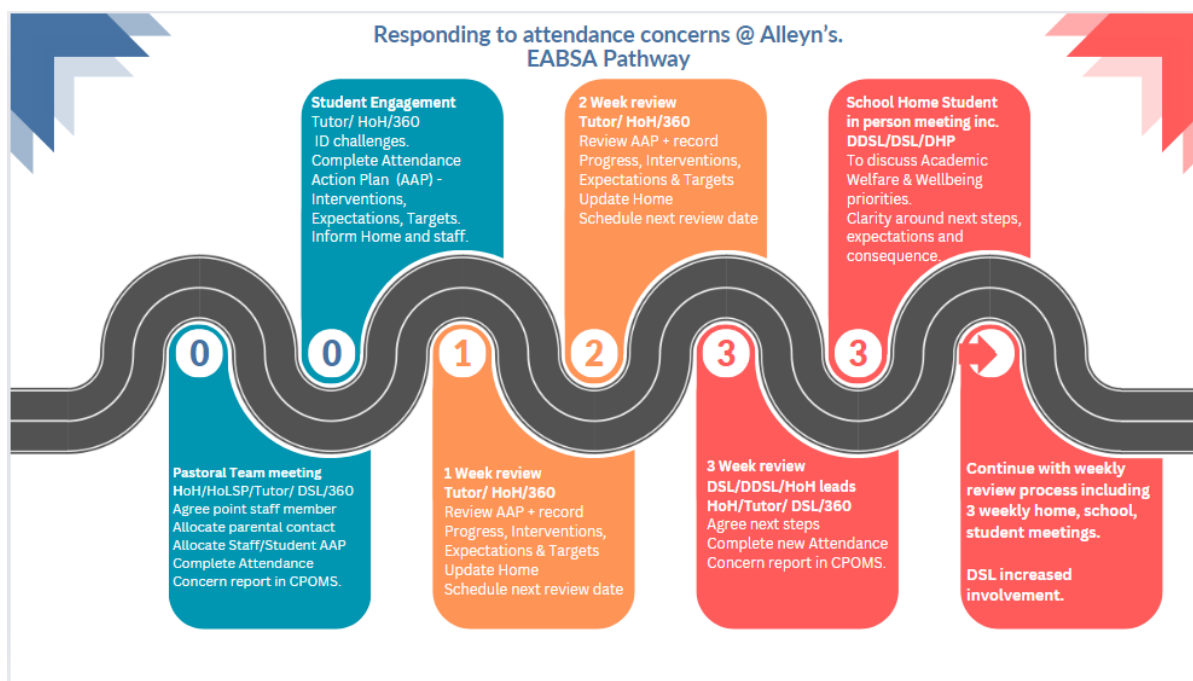
The appropriateness of the pupil attending/returning to school will be assessed by the DSL, Head of Section and Head, considering professional medical opinion.

In the event of a pupil refusing to attend school due to social emotional or mental health reasons then the school, shall treat this as a safeguarding matter.

Communication shall be established as early as reasonable between the Head of Section or the DSL via phone and arrangements to support the pupil in attending school utilising the resource of the 360, attendance officer or other pastoral teaching leads should be made.

If a child fails to attend school for 3 consecutive days, not including weekends, or as soon as is reasonable, and with the support of the parents, a home visit should be made by an appropriate pastoral member of staff. Following this initial response, the DSL and appropriate Head of Sections will establish a way forward as part of their usual safeguarding processes and the schools EABSA Pathway.





Appendix 1 – External mental health resources list (sources of support and information)

(i) National support and information services offering assistance for child mental health issues:

- Childline – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems.
- Education Endowment Foundation – The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all students and especially disadvantaged students.
- HeadMeds – website developed by the charity Young Minds providing general information about common medications that may be prescribed for children and young people with diagnosed mental health conditions.
- MindEd – MindEd provides free e-learning to help adults to identify and understand children and young people with mental health issues. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds.
- Counselling MindEd – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a wide variety of settings.
- Mental Health First Aid England – A charity which provides training for staff and students, and which has worked at Alleyn's in presentations to the whole staff and parents at a Pastoral Evening.
- National Institute for Health and Care Excellence (NICE) – NICE's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. Some of this guidance had been drawn on to produce this document and much of it is provided in non-specialist language for the public. This can be useful in understanding social, emotional, and mental health conditions and their recommended treatments.
- Relate – Relate offers advice, relationship counselling, sex therapy, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes children and young people's counselling for any young person who is having problems.
- Royal College of Psychiatrists (RCPSYCH) – Provides specifically tailored information for young people, parents, teachers, and carers about mental health through their Parents and Youth Info A-Z.

- Women's Aid – Women's Aid is the national domestic violence charity that works to end violence against women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such as the free 24-hour National Domestic Violence Helpline and The HideOut, a website to help children and young people.
- Young Minds – Young Minds is a charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resource available to professionals (including teachers) and run a free helpline for adults worried about the emotional problems, behaviour, or mental health of anyone up to the age of 25. The helpline number is 0808 802 5544. They also offer a catalogue of resources for commissioning support services.
www.youngminds.org.uk
- Youth Access – Offers a directory of local youth information, advice and counselling services for young people aged 14-25. youthaccess.org.uk/find-your-local-service/
- Youth Health Talk provides advice and support on mental health issues from young people for young people. www.healthtalkonline.org/young-peoples-experiences

(ii) **Local services:**

- Child and Adolescent Mental Health Service (CAMHS)
- South London and Maudsley (SLAM)
- Access: child & youth mental health at Springfield University Hospital
- The Well Centre (Streatham Hill)

Young people are advised that if they have a crisis in their mental health, they can attend A&E for support from the NHS.

Appendix 2 – Procedural Guidance in case of Bereavement (Alleyn's Senior School)

We are a large and complex community and therefore this guidance is brief and open, being the first step in a complex, personalised process. The effects and experience of bereavement are personal, unpredictable, and so, we prefer a relational approach to a formulaic one.

We are grateful that each pupil is known well by several members of staff, and thus understand the importance of maintaining good and thorough pastoral provision.

Lower School:

If a member of staff hears of a bereavement and the pupil is in the Lower School, they are to tell the following as soon as possible. If they only tell one in this list, this one will tell the others.

Form Tutor, Head of Year, Head of LS Pastoral, Head of Year, Section Head, Chaplain, Nurses, Head.

Middle and Upper Schools:

If a member of staff hears of a bereavement and the pupil is in the Middle or Upper School, they are to tell the following as soon as possible. If they only tell one in this list, this one will tell the others: Form Tutor, Head of House, Head of Year, Section Head, Chaplain, Nurses, Head.

Under the guidance of the Section Head this group will then decide, what action to take and who will take it. This can range from a quiet affirming word to alerting teachers to involvement of nurses or counsellors. It will involve taking a view as to what contact with home is appropriate. They will aim to have responded within the day.

If the death is of a pupil or is likely to have public repercussions then any response will need to be authorised by the Head, or Senior Deputy Head, takes responsibility for external communication (and will consult the director of external relations) or appropriate Deputy.

Colleagues:

If a colleague is bereaved, then SMT and the Chaplain should be told. They, under the guidance of the Head or Senior Deputy Head, will then take a view as to the appropriate response.

The school will always be open to staff receiving training for bereavement support and similarly will affirm the expertise already existing within the school community. But we ask all colleagues to follow the communication routes set out above.

Appendix 3: Who do I speak to? Poster in classrooms

Who do I speak to?

Safeguarding

Every school is required to have a member of staff (Designated Safeguarding Lead) to oversee their safeguarding responsibilities. The Designated Person for Alleyn's Senior School is XXX (if you wish to see them, please go to Reception who will send you in the right direction).

Bullying

Alleyn's School will always address bullying

If, as a pupil, you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, a Sixth Former, your Tutor, your Section Head, your Head of House, Head of Year, the School Nurse, or anyone you feel you can confide in. You must not stand by while witnessing someone else being bullied. The risks to the victim can often be greater than you might realise.

You can report discreetly through the 'OWN IT' - STOP IT button on the HUB.

The following organisations can provide support and advice.

- **Beatbullying UK** – www.beatbullying.org.uk
- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **Kidscape** – www.kidscape.org.uk
- **Childnet** – www.childnet.com
- **Bullying UK** – www.bullying.co.uk

Pastoral care

Counselling: there are people in school whom you can see if you need to:

- One of the trained counsellors or
- The School Chaplain.

You can request an appointment by emailing counselling@alleyns.org.uk, or

- By seeing the School Nurses
- By asking your Head of Section, Head of House, Head of Year or Form Tutor to make an appointment on your behalf.

To see **the School Chaplain** (or just call in) you can find the office opposite the Dining Hall or:

- By emailing chaplain@alleyns.org.uk
- By texting 07841 800609
- By asking your Head of Section, Head of House, Head of Year or Form Tutor to make an appointment on your behalf.

Appendix 3: Anti-bullying and Safeguarding summaries – Poster in classrooms

Anti-Bullying: Summary

Alleyn's is regarded as a happy and friendly community in which everyone respects, supports, and cares for everyone else. All members of the Alleyn's community have the right to remain free from bullying or the fear of bullying (including cyber-bullying), both inside and outside School.

All members of the school should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to, and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety.

If, as a pupil, you are being bullied, witness bullying of someone else or suspect that someone else is being bullied it is important that you tell someone who may be able to help. This may be a friend, a Sixth Former, your Tutor, your Section Head, your Housemaster, the School Nurse, or anyone you feel you can confide in.

Cases of bullying or suspected bullying will be carefully and thoroughly investigated. All those involved will be given a fair opportunity to talk about the matter with an appropriate person.

Bullying is a clear breach of the Pupil Code of Conduct and the full range of disciplinary sanctions available throughout the school may be used to deal with cases of bullying were found and confirmed and we will always seek to work in support of all students as a pastoral priority.

Alleyn's School will always address Bullying

The following organisations can provide support and advice.

- **Beatbullying UK** – www.beatbullying.org.uk
- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **Kidscape** – www.kidscape.org.uk
- **Childnet** – www.childnet.com
- **Bullying UK** – www.bullying.co.uk

You can report bullying discreetly through the 'OWN IT' - STOP IT button on the HUB.

Safeguarding: Summary

Alleyn's School has a duty of care to all its students and is committed to ensuring their welfare. The school aims to provide a safe environment for its students, to identify students who are suffering or likely to suffer, significant harm and to take action to ensure that students are kept safe at School and at home.

The term 'welfare' covers health, happiness, development (physical, intellectual, social, and behavioural) and protection from risk of suffering harm. The welfare of students applies equally during the school day and during out-of-school activities, including visits over the weekend and holidays. The school is also obliged to consider a pupil's welfare if it learns of an incident which has occurred outside School.

Every school is required to have a member of staff (Designated Safeguarding Lead) to oversee their safeguarding responsibilities. The Designated Person for Alleyn's Senior School is the Assistant Head Safeguarding and DSL Mel Joel.