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## INCLUSION POLICY

### EQUAL OPPORTUNITIES AND DISABILITY POLICY

Haileybury Astana is committed to the principle of inclusion. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, sex, race, colour, background, religion or disability. We endeavour to promote positive relationships with parents, pupils, families and members of the wider community to encourage all pupils to reach their full potential.

At Haileybury we aim to promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We ensure there is respect given with regard to the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientations within the context of Kazakh society and legal frameworks.

We aim to:

- Provide a secure environment in which all young people can flourish and achieve all five outcomes of 'Every Child Matters' [be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being],
- Provide a learning environment, where all individuals develop a sense of personal identity and feel a sense of belonging.
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- Work with parents and the wider school community to promote equality of opportunity for all.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, religion and age.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Ensure that students are admitted to the school without regard to ability, disability, gender or ethnic group.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all.
- Respond to students' diverse needs and overcome any potential barriers to learning.
- Have high expectations of behaviour which demonstrates respect to others.

- Academic

Teaching styles should encourage all pupils to participate in the classroom and discourage the domination of lessons by any particular group. Equal opportunities should be considered when planning the curriculum, choosing syllabuses and writing schemes of work. Where appropriate, staff must ensure the correct pronunciation of all forenames and surnames. Heads of Departments when determining their sets, should bear in mind that in a set that has both boys and girls in it is school policy not to have just one boy or one girl in a set unless this is unavoidable.

- Gender

Staff are expected to be vigilant in avoiding sexist behaviour. They should encourage pupils to challenge assumptions widespread in society about 'men's roles' and 'women's roles', prejudiced attitudes, and stereotyping. All pupils, irrespective of gender, must have equality of access to all areas of the curriculum.

- Disability

Haileybury Astana recognises its obligations under the UK Equalities Act 2010, KCSIE and the supplementary legislation passed since that date. The school will make reasonable adjustments designed to ensure that a disabled pupil is not placed at a disadvantage in comparison with one who is not disabled. Staff must also embrace the principle that disabled pupils cannot be treated in a less favourable way because of their disability than a pupil who is not disabled. This will need to be considered in all aspects of school life; for example, in curriculum planning and delivery, games, extra-curricular activities and school trips.

- Behavior

Staff must act swiftly and firmly to deal with any element of racism, sexism or unpleasantness towards disabled pupils whatever form it may take: verbal, written, physical, psychological etc. They must make it clear to those responsible for such actions why their behavior is unacceptable. It is important to inform Housemasters and Mile Post Leads of any incident, however minor; often it may be part of a broader picture. Pupils who fail to desist from this type of behavior must expect a formal warning from the Headmaster and may be asked to leave the School.

Haileybury Astana will not tolerate bullying of any kind. All staff must act firmly to ensure any concerns are documented and dealt with. All pupils must be tolerant and respectful of each other, however different they may be.

- **Staff**

Haileybury Astana, as any equal opportunities employer, will seek to appoint the most suitable candidate to any post with particular emphasis on staff at all levels who represent a range of good role models.

It is the responsibility of **all staff** to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Be mindful of responsibilities under 'Prevent' and Female Genital Mutilation and complete online training provided covering this.
- Be aware of policies to deal with discriminatory and derogative language including homophobic, racist and disability discriminatory language.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations, and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with Equality legislation, development and issues by relevant training and accessing information from appropriate sources.

### **Monitoring and quality assurance**

- Each student's progress and attendance is monitored and tracked. The resulting data and performance data is analysed in respect of gender, race, ability or additional needs.
- Lesson observations record evidence of differentiation.
- Texts are reviewed to ensure appropriateness and inclusivity.
- Data collected is used to inform further school planning, target-setting and decisionmaking.
- Where appropriate staff provide assistance to eat, in a manner that promotes dignity and choice.

### **The Equalities Act and Disability**

#### **1. MISSION STATEMENT**

Haileybury Astana is committed to providing equal opportunities for all and welcomes:

- Applications for employment from those with a disability.

- Applications for places from pupils with disabilities.

The school's recruitment process ensures that applicants for posts are shortlisted on the basis of how their qualifications and experience match the person specification for the job.

The school recognises that some disabled people will need adjustments made in order for them to do the job. We will look at what changes could be made to the workplace or to the way work is done and make any changes that are reasonable.

If an employee develops a disability, the school will make every effort to retain his/her services by making reasonable adjustments to the workplace, the methods of working or by finding another suitable role for her/him.

When decisions are made about an individual, the only personal characteristics or circumstances taken into account will be those which are necessary for the proper performance of the work involved.

As part of the Performance Management process, disabled employees will be given the opportunity to discuss what can be done to develop and use their abilities.

Disabled pupils applying for a place at the school will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy and procedures.

We will regularly review the provision it makes for disabled staff and pupils and strive to continuously improve the facilities available.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010, Haileybury Astana recognises its responsibilities to its staff, in respect of provisions covering disability discrimination, and actively encourages all pupils with learning difficulties and/or disabilities.

### **Academic and Curriculum Support**

Any pupil with a disability, who, after an assessment by members of the Special Educational Needs (or Additional Learning Support) staff, is thought to need the assistance of a facilitator, is supplied with one.

### **Examination Arrangements**

Pupils who require special arrangements or additional support during examinations will be highlighted during testing at the school and special arrangements for examinations will be applied for where appropriate.

### **Building Specific Considerations**

The educational and social aim is for all users with disabilities to enjoy the school facilities with the minimum of specialist equipment and separation. To achieve this aim, a number of alternative approaches are researched and assessed by the school.

## **PASTORAL CARE AND PUPIL WELFARE POLICY**

Haileybury Astana believes that strong personal relationships between teachers and pupils based on cooperation, tolerance and respect contribute significantly to the full development of each pupil as an individual, to the growth of self-esteem and thus to successes inside and outside the classroom. Pastoral care is the responsibility of every member of staff.

### **Pastoral Care and Welfare during the School Day**

Parents are asked to make sure that their sons and daughters arrive at school in time for Registration. All absences should be notified first thing in the morning by telephoning or emailing Reception or confirmed in writing to the class teacher. No pupil is permitted to leave the school premises during the school day without the specific permission of the Deputy Head (Whole School) or in the event of illness, the School Doctor.

At 3.30 pm pupils who are not registered for a CCA must be handed directly to their parent or other authorised adult such as a relative or driver.

Any pupil who has not been collected by the specified time must wait in Reception for reasons of safety and security, and can be collected from that location.

### **The Role of the Class Teacher**

The role of a Class Teacher/House Tutor encompasses and intertwines responsibility for pastoral care, academic progress and social development and welfare. The Class Teacher/House Tutor should offer advice on personal problems, academic progress, study skills (inspecting files and exercise books, help with notetaking), monitor pupil attendance, punctuality and behavior records and involvement in extra Co-curricular activities CCAs, and take an interest in those activities in which their pupils are involved.

- To get to know, and maintain accurate records about, each member of the class (family background, health, interests, ideas, character and temperament) in order to be able to respond appropriately to individual needs.
- To support whenever possible their pupils' contributions to the extra-curricular life of the school: watching fixtures, attending concerts, plays, exhibitions and so on.
- To make regular informal contact with all pupils' parents or guardians.
- To maintain a regular check on pupils' progress and make sure that records are kept fully up to date in the files and on the database, giving details of pastoral interviews and pupils' progress.
- To make the Pastoral Leadership teams aware of any patterns of lateness or absence that become evident and to follow up any such issues with parents.
- To set an example of punctuality and insist on it within the class. To unlock form rooms in good time before registration in the morning and after lunch. Early arrival for registration can often be a time for quiet conversation with a pupil.

- To mark registers accurately in the morning and for all lessons via iSAMS and keep any absence notes from parents.
- To check KS2 Pupil Planners on a regular (at least weekly) basis.
- To check that the correct uniform is being worn and follow up with parents if necessary.
- To sit with/near and monitor pupils' behaviour at Assemblies, concerts and other gatherings.
- To attend all meetings of the relevant Academic and Pastoral teams.
- To read all reports carefully, make corrections where necessary, in order to follow up and act upon them as necessary.
- To write a summative Form/Class Teacher's Comment on end of term reports.
- To encourage tutees to see that they take proper care of their possessions.
- To be responsible for the tidiness of classrooms and locker areas.

Class Teachers/House Tutors should work closely with pupils, parents, subject teachers, Pastoral teams and the School Doctors to ensure good communication and to ensure problems are dealt with as promptly and as effectively as possible.

Routine school discipline is handled by subject and class teachers in consultation with the relevant Class Teacher and Pastoral leadership. More serious offences are dealt with by the Deputy Head of Whole School and Head of Junior School.

### **Bullying**

Haileybury Astana acknowledges the threat to all school communities of the bullying of vulnerable boys and girls. The School is totally opposed to all forms of bullying, verbal, physical, emotional and social. Members of Staff are requested to be vigilant and draw the attention of the Class Teachers/House Tutors and Pastoral Teams to any incident of bullying. It is recognized that the strongest possible measures may have to be taken against those who persist in victimising fellow pupils. The School will not hesitate to show its abhorrence of bullying in all its forms and apply sanctions as necessary.

Haileybury Astana has introduced a new anonymous platform called Tootoot. This platform allows students to report bullying concerns anonymously. These concerns are then dealt with by Regular mentors and Head Mentors in the Junior and Senior Schools accordingly.

### **Authorised Absences**

Only the Deputy Head (Whole School) or Head of Junior School can give permission for absence from school other than routine appointments, but parents are asked to try to schedule such events during weekends or holidays as much as possible. Parents are requested not to seek permission for their children to leave early or return late at holiday times or half-terms. Parents should also be aware that asking for their children to have time off school during term time is disruptive and unsettling for teachers and children alike.

### **Faith and Religious Observance**

There is no religious instruction at Haileybury Astana. The School is a secular

community where all faiths are respected.

## HAILEYBURY ASTANA SEN POLICY

At Haileybury Astana, we believe that:

- All children are entitled to an education which meets their individual needs, delivered in an inclusive community where inclusive policies underpin and promote inclusive practice.
- All children are entitled to a broad and balanced curriculum differentiated where necessary to meet their needs and that those needs are best met alongside their peers.
- Children may have special educational needs either throughout, or at any time during, their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### OBJECTIVES

- To create an inclusive environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.

## ARRANGEMENTS FOR COORDINATING THE SEN PROVISION

Role of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEN policy.
  - Coordinating provision for children with special educational needs.
  - Liaising with and advising fellow teachers.
  - Managing Learning Support staff.
  - Overseeing the records of all children with special educational needs.
  - Liaising with parents of children with special educational needs.
  - Contributing to the in-service training of staff.
  - Liaising with external agencies where appropriate.
- SENCO: MS Y PASSEKA

### Educational access

Additional support is provided in class through the use of Learning Support Assistants enabling a smaller adult/child ratio. Focused intervention strategies intended to remove barriers to learning may be used with small groups of pupils. These will be prepared by the class/ form teacher or other specialist teacher, and may be delivered by Learning Support Assistants. A small number of children may receive individual support.

## IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headmaster, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises that there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

## IDENTIFICATION OF PUPILS WITH SEN

### First Concerns

If there is a concern in school about a child or parents raising worries with us, the class or form teacher will talk to parents. If we all agree that this is the best way forward, closer observation and monitoring of progress will be carried out. An appropriately differentiated programme will be set up, aimed at encouraging the child to make better progress. The class or form teacher may also suggest ways in which parents can help at home.



To help identify children who may have special educational needs, schools can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baseline assessment results;
- Their performance against the level descriptions at the end of a Key Stage, APP or PIVATS as appropriate;
- Standardized screening or assessment tools.

### **Wave 1**

When a class / form teacher or the SENCO identifies a child with special educational needs, the child's teachers will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **Wave 1**. The triggers for intervention through *Wave 1* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO or a member of Learning Support may contact them, if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

### **Nature of intervention**

The SENCO and the child's teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;

- some group or individual support;
- staff development and training to introduce more effective strategies;

## **Wave 2**

At *Wave 2* Learning Support services will be involved with the child. This may be in an advisory capacity so that they can support teachers with Individual Support Plan (ISP) targets and accompanying strategies, or they may provide more specialist assessments, teaching and guidance on how best to support individuals.

The triggers for *Wave 2* will be that, despite receiving individualised support under *Wave 1*, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school may request the support of an external agency, for example Educational Psychology services. This will necessitate some level of information sharing and involve a discussion of needs and concerns. Support may take the form of specialist advice following a consultation or observation, specialist assessment, an individual programme that has been drawn up to be delivered by an adult within school or teaching the child directly. It is acknowledged that some parents may wish to seek specialist assessment and advice independently. It is expected that this information is then shared with the SENCO and members of Learning Support to ensure that provision is allocated effectively.

The child's ISP will be used as a method of recording targets and measuring progress against these. These will be implemented, at least in part, in the normal classroom setting. The child may also receive group or individual support delivered by staff from Learning Support. If not already informed, at this stage the class or form teacher will contact parents to inform them about the support being provided.

### **Individual Support Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP). The ISP may include information about:

- the short-term targets set for the child;

- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- outcomes (to be recorded when ISP is reviewed).
- views of parents and pupils
- recent assessment data

The ISP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two or three individual targets that match the child's needs. The ISP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **Inclusion arrangements for pupils with SEN**

All pupils play a full part in the life of the school. They have entitlement to all curricular and extracurricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods.

### **Special Educational Needs and Accommodation for Assessment**

For major tests, IGCSE examinations, IB external and internal assessment, the Cambridge International Examinations (CIE), Pearson Edexcel and the IB authorized schools, under certain conditions, to proceed to "Special Arrangements" regarding testing. In any case, a professional assessment, not older than two years, must be provided to the school and to CIE, Pearson Edexcel (for IGCSE candidates) or the IB (for IBDP candidates). Only CIE, Pearson Edexcel and the IB are authorized to allow "Special Arrangements".

When granted, these arrangements may include:

- modification to exam papers;
- Extension to deadlines;
- Assistance with practical work;
- Additional time;
- Rest periods;
- Information and communication technology;
- Scribe and transcription;
- Readers.

### **Evaluating success**

Our aim is that this policy will ensure:

- children with SEN are being identified earlier;

- ISPs are specific, measurable and achievable;
- ISPs are reviewed termly (usually at the half-term mid-point).

### **At risk or Marginalised Pupils**

We have a clear structure whereby pupils who perform below their ability level as measured by CEM are discussed at Pupil Progress meetings and action plans are then put in place to support their learning. These pupils are 'at risk' of underperforming. Pupils who are 'at risk' in terms of safeguarding are covered by our Safeguarding Policy.

Pupils who are marginalised or do not appear to be mixing well with others are identified by class teachers and House Masters/House Tutors and individual support is provided as needed. A full anti bullying policy is in place and Support is provided to any pupil who feels they are marginalised.

Identification of these pupils is encouraged from both staff, pupils and parents, so we can provide support as needed.

### **Parent Responsibilities**

Parents of children with special educational needs are treated as partners. They should be supported so as to be able to:

- Recognize and fulfil their responsibilities as parents and play an active role in their child's education;
- Have knowledge of their child's entitlement within the Policy;
- Have access to information, advice and support.

To make communication effective with the school, parents should:

- Communicate to the school all documents regarding their child's special educational needs;
- Communicate with the school any changes regarding those needs.

### **Review**

The SEN policy will be subject to review at least every year.

## Mental Health and Emotional Wellbeing Policy

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### 1.0 Policy statement

*Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. (World Health Organization)*

*At Haileybury Astana, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.*

### 2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Haileybury Astana's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

### 3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.

- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health instudents.
- Enable staff to understand how and when to access support when working with youngpeople with mental health issues.
- Provide the right support to students with mental health issues and know where tosignpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience buildingtechniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behavior and welfarearound school.

#### **4.0 Key staff members**

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Pastoral Staff (House tutors and House Masters)
- Designated Safeguarding Lead – Lianne Dominguez (Deputy Designated Safeguarding Lead – Liam Stewart)
- SENCO- Yevgeniya Passeka
- PSHE Coordinator- Daniel Cheadle
- Counsellor- Bakhyt Adrysheva

If a member of staff is concerned about the mental health or wellbeing of students, in thefirst instance they should speak to the Pastoral Staff.

If there is a concern that the student is high-risk or in danger of immediate harm, the school’s child protection 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.

#### **5.0 Individual Care Plans**

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through our SEND team or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

## 6.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum and our pastoral and peer mentoring programme.

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://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through

the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

## 7.0 Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (House boards, tutor rooms, toilets etc.) and through our communication channels (tutor time, websites, assemblies), we will share and display relevant information about our support services and events.

The aim of this is to ensure students understand:

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

## 8.0 Sources or support at school and in the local community

## **School Based Support**

- PSHE – delivered by house tutors in the Senior school and class teachers in the Junior school once a week.
- Assemblies- delivered by staff
- Themed weeks (eg. Mental Health Awareness Week, Mental Health and WellbeingDays, etc.)
- Mentoring- tutors and HMs once a week
- Counselling – school counsellor (one to one, group sessions, workshops for students, staff and parents)
- Website for information and self-referrals
- PPP – Parent Partnership Programmes

## **Local Support**

In Astana, there are a range of organisations and groups offering support, a group of providers specialising in children and young people's mental health 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.

Our counsellor helps identify the need for professional intervention and will refer to relevant organisations and/or professionals.

## **9.0 Warning Signs**

Staff may become aware of warning signs which indicate a student 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 alert the pastoral team in the first instance or the DSL and the counsellor based on the urgency of their concern.

Staff have been trained on how to make referrals and register Safeguarding concerns on the Wellbeing Module on iSAMS. Regular training updates are provided for staff.

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

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood

Lowering of academic achievement

- Talking or joking about self-harm or suicide



- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

### **10.0 Targeted support**

- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

We recognize some children and young people are at greater risk of experiencing poor mental health.

We work closely with the pastoral teams, school counsellor and our families in supporting the emotional and mental health needs of our pupils.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working closely with our SEND team, counsellor, and pastoral teams to follow various protocols including
- Assessment and referral
- Identifying and assessing children who are showing early signs of anxiety, emotional distress, or behavioural problems
- Discussing options for tackling these problems with the child and their parents/carers
- Agreeing an Individual Care Plan as the first stage of a 'stepped care' approach
- Providing a range of interventions that have been proven to be effective, according to the child's needs
- Ensuring young people have access to pastoral care and support, as well as specialist services, including our counsellor and outside specialists, so that emotional, social, and behavioural problems can be dealt with as soon as they occur
- Providing young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community

and education policies and protocols regarding confidentiality

- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **11.0 Managing disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental.

All disclosures should be recorded confidentially on the Wellbeing Module on iSAMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & mainpoints from the conversation
- Agreed next steps

This information will be shared with DSL and where required with the counsellor and the pastoral team.

If a Mentoring Programme is in place, any disclosures made will also map with this process.

## **12.0 Confidentiality**

If the DSL or the counsellor feel it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. 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 student first, however, there may be instances when information must be shared, such as students 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 student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents 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 should not be informed, but the child protection procedures should be followed.

### **13.0 Working with parents/carers**

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

- Can we meet with the parents/carers face-to-face?
- More than one adult should be present at the meeting
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, 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 to reflect and come to terms with the situation.

Signposting parents 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 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/agreed are added to the pupil's record and an Individual Care Plan created if appropriate.

### **13.1 Supporting parents**

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:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems
- Highlighting sources of information and support about common mental health issues through our communication channels (website, PPPs (Parent Partnership Programmes, etc.)

- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by the school counsellor or other appropriately trained health or education practitioners
- Ensuring parents, carers and other family members 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.

## 14.0 Supporting Peers

When a student 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. Support will be provided in one to one or group settings and will be guided by conversations by the

student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse) Additionally, we will want to highlight with peers:
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## 15.0 Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent. This training can be delivered in house. House Masters will have access to this training and disseminate to their teams. School counsellor will deliver these sessions.

We will host relevant information on our website for staff who wish to learn more about mental health.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due

developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the Deputy Head who can also highlight sources of relevant training and support for individuals as needed.

### **16.0 Policy Review**

This policy will be reviewed every two years as a minimum. The next review date is 04.06.2026.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Designated Safeguarding Lead/Deputy Head.

Any personnel changes will be implemented immediate.