



## Student Wellbeing and Mental Health Policy

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Leadership responsibility:	Mr G Sonuga, Deputy Headteacher
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### ***Believe Strive Succeed***

***Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.***

***1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'.***

## **1. Aims**

At Bishop Stopford's School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy was written in consultation with the Deputy Headteacher, Mr G Sonuga. It should be read alongside:

- Send policy
- Behaviour Policy
- Anti-bullying policy
- Child protection and safeguarding policy

## **2. Legislation and guidance**

This policy was written with regard to:

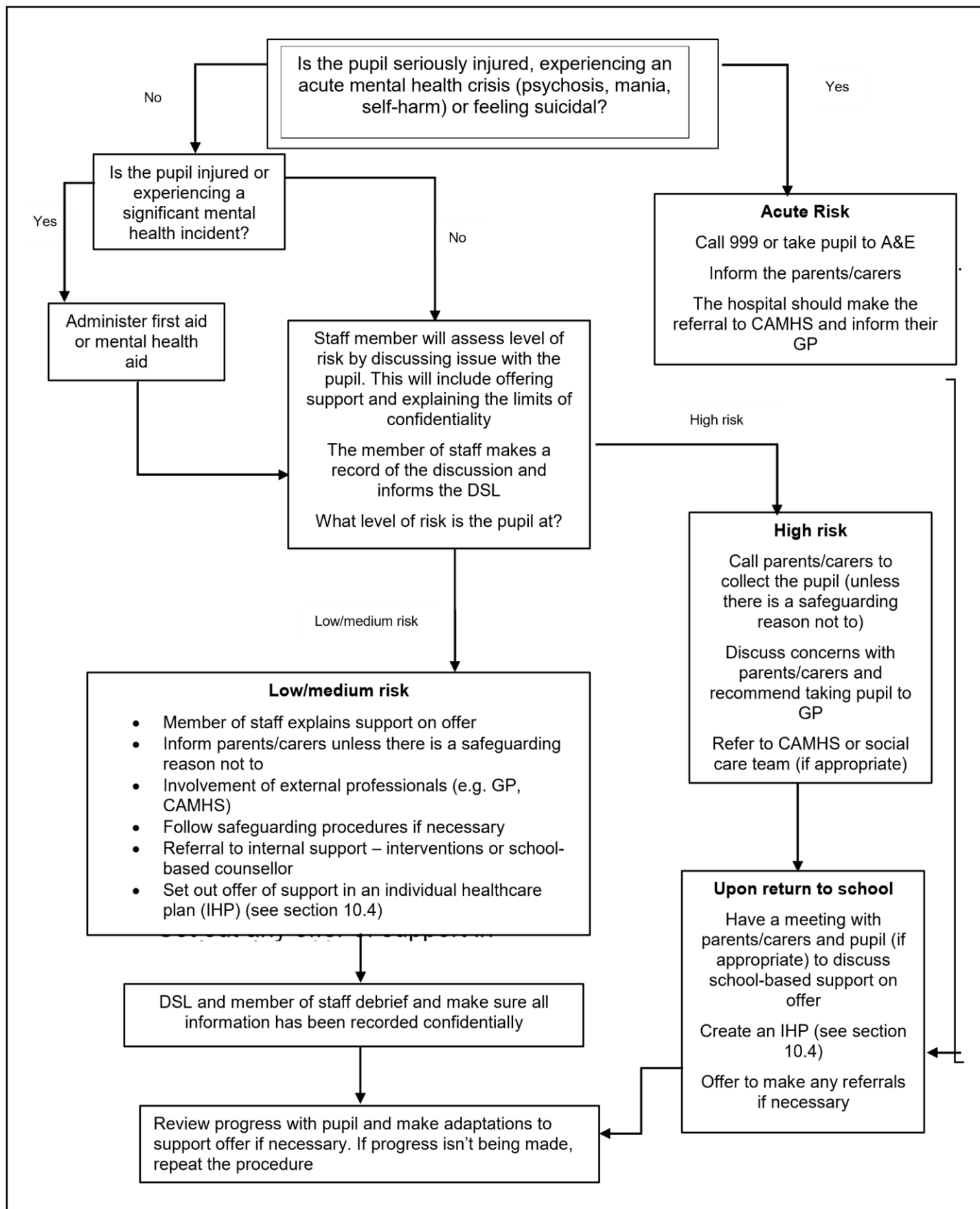
- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

## **3. Roles and responsibilities**

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated safeguarding lead (DSL)/Deputy DSL/Designates/Head of Year. Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher
- Designated safeguarding lead (DSL)
- Special educational needs co-ordinator (SENCO)
- Head of Year
- Designated safeguarding officer
- Attendance lead

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



A pupil will be offered an individual risk assessment

Individual risk assessments are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals. This is monitored on a half termly basis

The pupil's risk assessment will contain the following details: Adapt this to suit your school's policy/procedure and your school's context:

## **5. Warning signs**

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

**Note: Refer to external referrals (8.5) and collaborating with parents (9).**

## **6. Managing disclosures**

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, nonjudgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the Lead DSL/Deputy DSL/Designates/Head of Year. All disclosures are recorded on CPOMS.

Our school is clear about the need to record any concern held about a child/ren within our school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. Our School uses 'CPOMS' safeguarding software. If staff have any concern they are to log it on CPOMS. All information is kept securely at all times and only shared on a strictly 'need to know' when in the best interests of the child.

When a student transfers to another school information will be passed on in a timely manner either via recorded delivery (paper) or through secure digital transfer via CPOMS software and school will check that the information has reached its intended source. The DSL will contact a school prior to a child transferring to another school. When a new student arrives at our school we will endeavour to obtain any child protection records in a timely manner.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## **7. Confidentiality**

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague from the Safeguarding Team. This will usually be the Lead DSL/Deputy DSL/Designates/Head of Year from the safeguarding Team; if information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection/safeguarding policy procedures will be followed.

### **7.1 Process for managing confidentiality around disclosures**

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with Lead DSL/Deputy DSL/Designates/Head of Year; Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
4. Member of staff will record the disclosure and share the information with the chosen elected member of staff
5. The Lead DSL/Deputy DSL/Designates/Head of Year; will inform the parent/carer (if appropriate)
6. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## **8. Supporting pupils**

### **8.1 Baseline support for all pupils**

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, PSHE and mental health awareness week
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire
- Appointing a senior Head of Year with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through heads of year
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Worry boxes
  - Circle time

### **8.2 Assessing what further support is needed**

If a pupil is identified as having a mental health need, the School's SENCO will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Working and referring with outside agencies
- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

### **8.3 Internal mental health interventions**

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

List here any interventions you run internally to support pupils experiencing poor mental health, e.g.: ●

Nurture groups

- Reduced timetable
- Time-out pass
- Counselling

### **8.4 Individual Risk Assessments**

Individual risk assessments will be written in conjunction with the child's parent, school and other agencies where appropriate. This will be monitored on a half-term basis.

The pupil's risk assessment will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition

- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition ● What to do in an emergency
- A review cycle

### 8.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

Their GP or a paediatrician

- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#), [MYME](#))
- Local counselling services

## 9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (Individual risk assessments) will be created in collaboration with parents/carers (see section 10.4).



## 10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## 11. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Head of Year will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

The school provides information to pupils on safeguarding posters that are placed around the school; i.e. designated safeguarding officer contact information; outside agencies who can help and advise. Other sources are assemblies, school policies, the curriculum (PSHCE lessons).

## 12. Whole school approach to promoting mental health awareness

### 12.1 Mental health is taught in PSHE

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#). Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE curriculum on the school's website.

### 12.2 Creating a positive atmosphere around mental health Staff

will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

## 13. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

The main safeguarding training is held with all staff at the beginning of each academic year. The process is repeated for new and temporary staff members. All training is in line with the KCSiE and the school's safeguarding and child protection policy. Mental health and wellbeing is covered within staff inset sessions.

## **14. Support for staff**

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme – counselling services

## **15. Monitoring arrangements**

This policy will be reviewed by Mr Sonuga, Deputy Headteacher, yearly. At every review, the policy will be approved by the governing body and the headteacher.