Pupil/Staff mental health and wellbeing policy

The Greens ENS
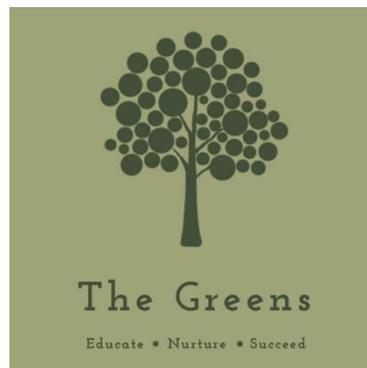
Reviewed by:	Zena Bruder	**Date:** 20/01/2026
Approved By:	Melanie Entwisle	
Next review due by:	20/01/2027	

Contents

1. Aims

At The Greens ENS, 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

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)/mental health lead/headteacher or deputy headteacher

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

> Melanie Entwistle - Headteacher

> Leanne Wood – Deputy Headteacher

> Zena Bruder - Designated safeguarding lead (DSL)

> Sarah Stokes - Special educational needs co-ordinator (SENCO)

> Zena Bruder - Mental health lead

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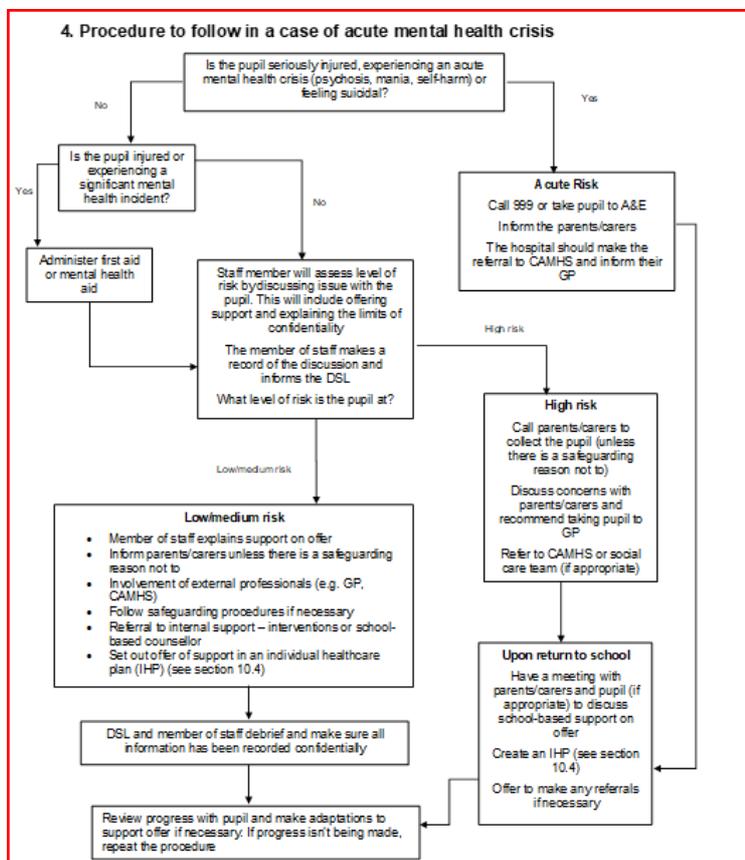
5. Warning signs

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

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental 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 DSL/mental health lead All disclosures are recorded and stored in the pupil's confidential child protection file.

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. This will usually be the DSL/mental health lead 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 safeguarding policy 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 DSL/mental health lead

4. 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

5. Member of staff will record the disclosure and share the information with the chosen elected member of staff

6. The DSL/mental health lead will inform the parent/carer (if appropriate)

7. 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 class discussions, PSHE and mental health awareness week

> 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 mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing

> Offering pastoral support,

> Offering external support

> Making classrooms a safe space to discuss mental health and wellbeing through interventions

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Lead/DSL Zena Bruder 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:

> Assessing what the pupil's mental health needs

> 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:

> Nurture groups
> Reduced timetable
> Time-out pass
> Counselling
> Therapy Sessions
> One to one

8.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if t

hey have an **health condition or significant mental health need** affecting their school life, with concerns raised by parents, school, or professionals, leading to a collaborative plan detailing symptoms, support, medication, and emergency steps,outline here the criteria a pupil must meet in order to be offered an IHP.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP 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

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](#))

> 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 (IHP) 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 Mental Health Lead/DSL will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Normalise conversations through curriculum and class discussions, create visible, accessible resources (posters, newsletters), use digital platforms (social media involve the whole community (staff training, parent workshops, peer networks), and host awareness events like Mental Health Day,

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

The curriculum is designed to be developmental, starting with foundational emotional recognition in primary school and moving towards managing mental health, anxiety, and understanding mental ill-health in secondary school.

1. Pedagogical Approach and Environment

- **Whole-School Integration:** Mental health is not taught in isolation but as part of a wider, positive school ethos that includes pastoral support and anti-bullying initiatives.

- **Safe Environment & "Ground Rules":** Establish a safe classroom environment with clear ground rules for discussion. This includes the "right to pass" (choosing not to answer), non-judgmental attitudes, and keeping conversations private (while acknowledging confidentiality limits regarding safeguarding).

- **Distanced Learning:** Utilise case studies, fictional scenarios, and puppets (for younger pupils) to discuss sensitive issues. This allows pupils to explore emotions "at a distance" without feeling pressured to disclose personal experiences.

- **Age-Appropriate & Developmental:** Content is tailored to the age and stage of development, starting with basic emotions and building to complex topics like anxiety, depression, and self-harm.

2. Core Curriculum Content

- **Emotional Literacy:** Teaching pupils to name, understand, and manage their own emotions and empathize with others.

- **Building Resilience:** Focusing on self-worth, identifying personal strengths, and developing skills to cope with setbacks, change, loss, and grief.

- **Healthy Coping Strategies:** Promoting positive habits, including the importance of sleep, physical exercise, time outdoors, and limiting screen time.

- **Stigma Reduction & Help-Seeking:** Openly discussing mental health to break down stigma, teaching pupils how to recognize early warning signs in themselves and others, and knowing when and how to seek support.

- **Digital Wellbeing:** Addressing the impact of social media and online behaviour on mental health.

3. Key Strategies and Activities

- **Active Learning:** Using role-play, storyboarding, and group discussion to explore scenarios and build skills.

- **Reflection & Personal Journaling:** Providing opportunities for quiet reflection or writing, allowing students to process learning privately if they prefer.

- **Signposting Support:** Consistently highlighting in-school and external support, such as counsellors, school nurses, or anonymous services like Childline, ensuring students know exactly where to go if they are worried.

- **"Check-In" Techniques:** Starting lessons with emotional check-ins (e.g., mood trackers or, in early years, using emotional puppets) to gauge the wellbeing of the class.

4. Assessment and Evaluation

- **Formative Assessment:** Instead of marks, assessment focuses on progress in knowledge (e.g., understanding of mental health terms), skill development (e.g. coping strategies), and changes in attitude (e.g. reduced stigma).

- **Pupil Voice:** Involving students in shaping the curriculum and reviewing its impact, for example, through feedback tools.

This approach aims to equip pupils to manage their own mental health and seek help early, improving both their well-being and academic outcomes.

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

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

> Regular staff training delivered by the DSL/Mental Health Lead and Deputy Headteacher with regards Safeguarding/Mental Health being a fundamental topic.

> Extra TES training

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect the 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

> Offer external support where needed

> Create a pleasant and supportive work environment

15. Monitoring arrangements

This policy will be reviewed annually by Zena Bruder DSL/Mental Health Lead, it will also be approved by Melanie Entwisle the Headteacher