Pupil mental health and wellbeing policy

Policy Owner: William Lovell CofE Academy
Policy Date: June 2025
Review Date: June 2026

Vision
At William Lovell Church of England Academy, we strive to create an inclusive atmosphere with a family-feel, where strength of character goes hand in hand with academic achievement.

Every person is valued within our school. We empower and challenge all, encouraging and building one another up to become the best version of themselves. Our aim is for all pupils to have the widest possible life choices and we hope to inspire every member of the community to have a positive impact on the world around them. We trust that they have the power to make a difference.

"Therefore encourage one another and build one another up, just as you are doing."
Thessalonians 5:11

"The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."
Matthew 13:32

Our Vision at William Lovell is underpinned by 5 core values

GENEROSITY - And do not forget to do good and to share with others, for with such sacrifices God is pleased. (Hebrews 13:16)

RESPECT- Be devoted to one another in love. Honour one another above yourselves. (Romans 12:10)

JUSTICE - When justice is done, it brings joy to the righteous but terror to evildoers. (Proverbs 21:15)

FORGIVENESS - Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. (Colossians 3:13)

TRUTH - Dear children, let us not love with words or speech but with actions and in truth. (1 John 3:18)

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1. Policy statement

At William Lovell Church of England Academy, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Behaviour, Rewards, Suspension and Exclusion policy
- Anti-bullying policy
- Safeguarding and Child Protection policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

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

5. Roles and responsibilities

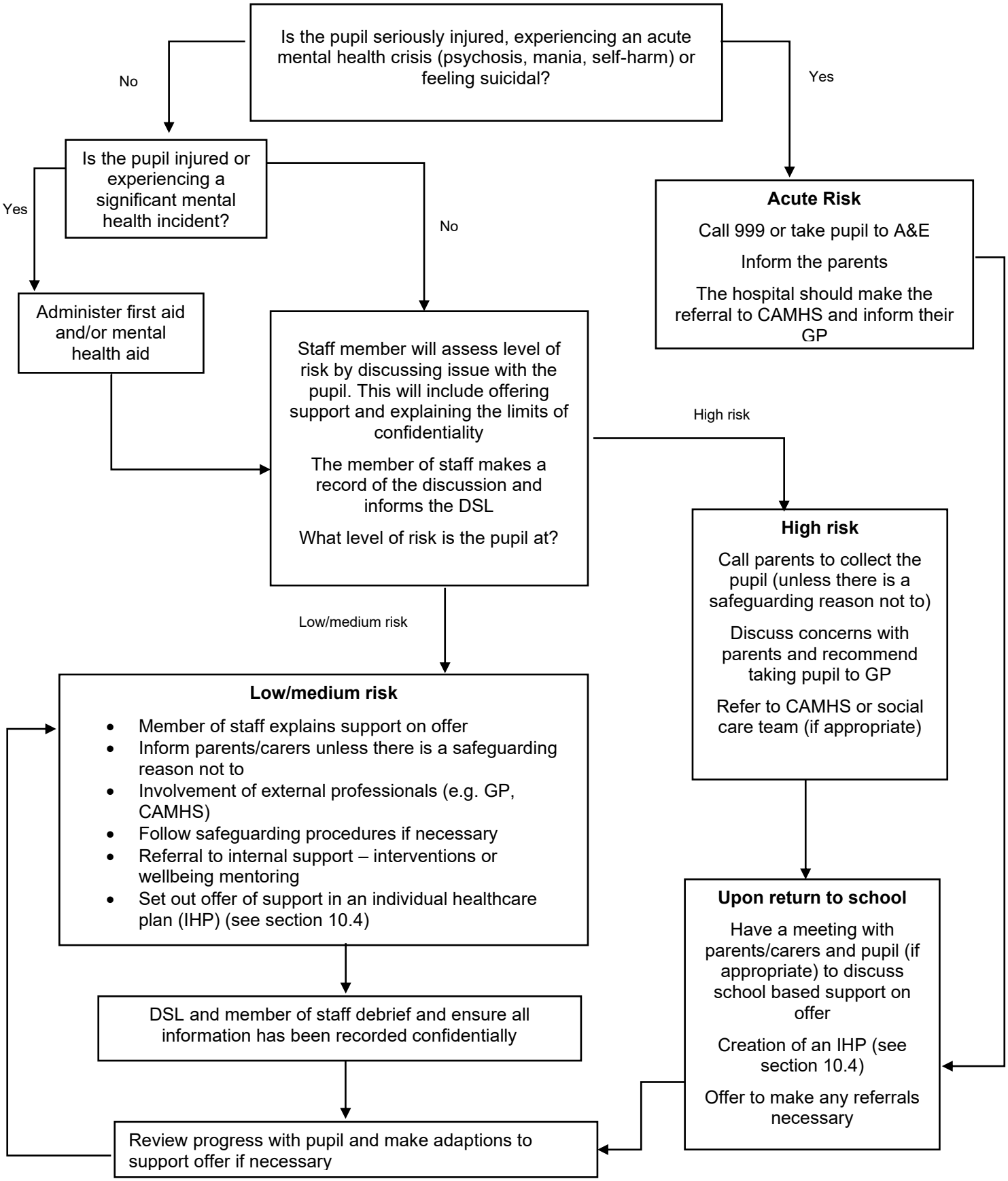
All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the DSL or a Deputy DSL.

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

The DSL (Mrs Bennett)

The Deputy DSLs (Mrs Rose, Mrs Dunn, Mrs Sharpe)

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



7. Warning signs

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

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in 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
- 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

8. 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 the Trust’s Child Protection and Safeguarding policy and pass on all concerns to the DSL or a Deputy DSL. All disclosures are recorded on CPOMS.

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

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret; rather 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 one appropriate colleague. This will be the DSL or a Deputy DSL. 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 will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding policy will be followed.

9.1 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 the DSL or a DDSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil with whom you will share the information and why you need to do this
5. Member of staff will record the disclosure and share the information with the DSL or a DDSL
6. The DSL or a DDSL 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

10. Supporting pupils

10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the 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 the school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all pupils' mental health through assessments such as the Stirling Children's Wellbeing Scale
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing (Mrs Rose)
- Offering pastoral support through Aspirational Leads, Tutors and a dedicated Wellbeing Team
- Encouraging lifestyle choices which support good physical and mental health
- Access to the school's Wellbeing email address: wellbeing@williamlovell.laat.co.uk

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SENDCo or Wellbeing Officer will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:

- 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

10.3 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:

- Emotional Literacy Intervention
- Wellbeing Mentoring
- Examination Anxiety Intervention
- Grief and Loss Counselling
- Worry books
- "Reflect and Review" intervention

10.4 Individual healthcare plans (IHPs)

Although most mental health issues can be supported in school via the SEND graduated approach and an Additional Support Plan, a pupil may be offered an individual healthcare plan (IHP) if they have a diagnosis of a mental health condition which requires medication and/or additional or different support in school.

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 the school needs to be aware of the child's condition
- Additional measures
- What to do in an emergency

10.5 Making external referrals

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

A pupil could be referred to:

- A Community Paediatrician
- CAMHS
- Healthy Minds
- The Working Together Team (if their mental health needs are related to an autism spectrum condition)
- The Lincoln Centre for Grief and Loss

11. Supporting and collaborating with parents and carers

We will work with parents and 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 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
- Consulting parents about areas of mental health that they would like to receive information about

When informing parents 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 the school will ensure that parents 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 via CPOMS.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4) and an Early Help Assessment may be undertaken.

12. Supporting peers

Watching a friend experience poor mental health can be extremely 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:

- Enhanced wellbeing support
- 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

13. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

Mrs Rose, the SENDCo and Mental Health Lead will be available to provide further information to pupils and parents/carers if they wish to learn more about what support is available.

Links to useful websites are provided on the school website and are emailed to parents/carers and students at least once a year.

14. Whole school approach to promoting mental health awareness

14.1 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.

14.2 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 they think their mental health is deteriorating
- Delivering assemblies and participating in focus days such as Hello Yellow Day.

15. 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

Some staff, including Teaching Assistants and Wellbeing Mentors receive an enhanced level of training.

16. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously

- Offer staff wellbeing drop-in sessions and discussions
- Appoint staff representatives to the Trust's Wellbeing and Inclusion Working Party and release them to attend meetings
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

17. Monitoring arrangements

This policy will be reviewed annually by Mrs J Rose, Mental Health Lead. At every review, the policy will be approved by the governing board.