



# Mental Health Policy (Pupils)

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## **Introduction**

Shaw Education Trust and our academies are committed to promoting positive mental health and emotional wellbeing for all pupils, their families, members of staff and local academy councillors. Good mental health and wellbeing helps children and young people to:

- Develop into a happy, well-rounded citizen
- attend school regularly
- fully engage in learning
- fulfil their potential and lead a fulfilling life

Our academy contributes to wellbeing by providing:

- a safe, calm and supportive learning environment
- early targeted support for learners who need help
- opportunities for pupil voice

This policy is for all adults, including parents/carers, outlining our approach to promoting mental health and emotional wellbeing and should be read alongside our 'Safeguarding & Child Protection Policy' (see especially section 22 within that policy).

This policy has been equality impact assessed and we believe is in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

## **Aims**

Our academy aims and principles align with those promoted by DfE, namely:

- an ethos and environment that promotes respect, and values diversity
- leadership and management that supports and champions efforts to promote emotional health and wellbeing
- staff development to support their own wellbeing and, that of pupils and learners
- curriculum teaching and learning to promote resilience and support social and emotional learning
- enabling student voice to influence decisions
- identifying the need for and monitoring the impact of interventions
- targeted support and appropriate referral
- working closely with parents and carers

## Key staff members within our Academy

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

**SLT:** to ensure a positive approach to mental health is encouraged across the academy, and a process is in place to identify and support pupils in need.

**Mental Health Lead:** to determine and implement the processes which identify and support pupils in need, including external support.

**Designated Safeguarding Lead:** To ensure all relevant incidents are recorded and information is shared with relevant colleagues both regarding individual pupils and mental health data.

**PSHE/RSC Lead:** to ensure that mental health and well-being are integral aspects of the PSHE Curriculum (or equivalent), and relevant to the academy cohort's needs.

**Other staff with specific responsibilities to support MH work, e.g. Pastoral Leads, Attendance leads, SEND staff, and MH Trained staff:** to support relevant pupils in their care, including those most in need through use of personal plans.

**All staff:** to be vigilant of all behaviours which may indicate that a pupil is in need of support and refer as appropriate to the relevant colleague.

All staff will have regular training around mental health issues and identified staff will have further in-depth training to suit their role.

If there is a concern that the student is high risk or in danger of immediate harm, the academy's safeguarding procedures will be followed.

If the pupil presents a high-risk medical emergency, relevant procedures will be followed, including involving the emergency services if necessary.

## Teaching about Mental Health

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally healthy and safe, are included as part of our PSHE/RSC curriculum and other relevant support programmes.

We ensure that mental health is a key component in the relevant curriculum areas and has been designed using the very best resources. More importantly, the content and method of delivery are tailored to meet the needs of our academy.

More broadly, the overall culture of our academy promotes positive relationships and is 'people-centred'.

## Assessment & Provision

Across our academy, we aim to ensure that our provision meets our needs, both through internal and external intervention. In broad terms the table below summarises how we see each level of need across our mental health work, in terms of basic descriptor of 'assessment', and subsequently, matching 'provision'. Please note that both aspects are more detailed than this, but this will give the reader some sense of our approach.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing an emotional or mental health problem or be at risk of developing one.

<b>Level of Need</b>	<b>Assessment of Mental Health</b>	<b>Provision offered/available</b>
1	Pupil exhibits a 'normal' range of emotions, displaying expected levels of resilience to life issues.	Pupil is supported by whole-school processes within the pastoral system. This is deemed sufficient for this pupil.
2	Pupil exhibits a 'normal' range of emotions on most occasions, but emotion / mood peaks and / or troughs are observed.	Pupil may receive some additional identified support possibly either via pastoral system and/or trained internal MH trained staff.
3	Pupil exhibits a regular inability to cope with issues thus causing impact on school life.	Pupil will receive additional identified support via trained staff in-school and possibly also have external support, e.g. external counsellor.
4	Pupil has a diagnosed mental health concern, such as anxiety or depression.	Pupil will be receiving external support, e.g. CAMHS, and school will support pupil in line with the external intervention.

## **Warning Signs**

Signs can be varied and similar to signs of any number of issues, but can generally include:

- inability to cope with daily tasks
- social withdrawal
- dramatic changes in eating/sleeping habits
- feeling anxious
- substance misuse
- thoughts or actions around self-harm

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs will alert relevant colleagues, and we will refer to external services if appropriate.

Where a disclosure is made to staff, our safeguarding procedures, including confidentiality rules, will apply as stated in our Safeguarding Policy.

## **Individual Plans**

When a pupil has been identified as having cause for concern, and/or has received a diagnosis of a mental health issue or is receiving support either through CAMHS or another organisation, it is recommended that an Individual 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 (if relevant)
- Who to contact in an emergency
- The role the school and specific staff

## **Referrals and Working with External Providers**

When our staff have 'assessed' need as best they can, they will determine if additional support and expertise is needed beyond the work of our trained staff within our academy. This may occur by advising parents to visit their GP or making a referral ourselves. Our staff work closely with external services, such as the NHS funded MHST programme, in supporting the emotional and mental

health needs of pupils, **but it is important to note that external services quite often make the ultimate decision on what support is provided, including CAMHS.** Even if parents and/or school may wish for more intervention, CAMHS will make that decision based on their own assessment of need and their capacity to intervene.

## **Working with parents/carers**

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. Therefore, we wish to work with all our parents where the mental health of a pupil needs supporting. Parents will be involved at every step ensuring that open lines of communication exist. It is important to note however, that some mental health issues faced by children are caused by home situations, including relationship with parents etc. Unfortunately, neglect and abuse at home does happen, which does affect the mental health of a child. Where our staff feel this is the case, our safeguarding procedures will be implemented, and relevant external services will be informed. The pupil's welfare will always be our main priority.

Signposting parents to other sources of information and support can be helpful in supporting their child. Academy staff will endeavour to ensure parents have information for any agency who may be able to support them around their child's mental health.

## **Supporting Peers**

When a pupil 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 pupil who is suffering and their parents/carers.

**Support systems in school**

Wellbeing drop in weekly

ELSA support in school

Mindfulness coach in school

Group sessions in school

Mental health ambassadors in school for peer to peer support

EHMP external support once a week

Young Minds Counsellor once a week

School nurse once a fortnight

All advocated in our leaflets which are School platforms including social media and Firefly

And encourage Parents/Carers to also look at local services in their area which maybe able to help- which we also advertise.

**Mindfulness Workshops**  
From March 2026, we will have Mindfulness Workshops available for students to access within school, which will train them how to utilise mindfulness as a fantastic coping strategy. These workshops take place within school time, just get in touch with Mrs Tapley for more details.

**Drop-Ins for Parents and Young People**

Day	Address	Time	Info
Monday	11.30-12.00 Deborahs Mountain Childrens Centre, Alton 01828 854600 (01828) 03000000000	Drop in for parents and for young people, including those with a diagnosis, walk or jog in park	
Wednesday	11.30-12.00 Lark Moorbank Hospital, Ashbourne, Leam 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000		

<https://www.mpsft.nhs.uk/services/health-visiting-and-school-nursing/staff-for-shire>

**Mental Health Support at EHS 2025/26**

ChatHealth is an easy-to-use text messaging service where you can speak to a Health visitor between 9am-5pm Monday to Friday. For parents and carers text 07920 412 725. For young people text 07920 412 725. If you feel your child may need a referral over the holidays for more support, please contact your GP, Action for Children or the Combined Walsingham number 0800 0328 728 Option 1 for urgent mental health support.

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Other useful apps and services below

Endon High School prides itself on supporting the mental health and well-being of our students.

**What do we have on offer?**

**Well-Being Drop-in Clinic**  
Every Tuesday morning from 8am - 8.30am, our in-school ELASs will be available in the MAP Room to talk to. Students can pop along to talk about any issues or worries they may be experiencing. Just get in touch with Mrs Rowley or Mrs Dawson for more details.

**Mental Health Student Ambassadors**  
The trained Mental Health Student Ambassadors are available to talk to any students during form time and this can be arranged through your child's form tutor.

**Lego Therapy**  
Lego Therapy is a group intervention run by our in-school ELASs, Mrs Rowley and Mrs Dawson. The intervention runs during school time for 6 weeks. The intervention is specific, structured, and targeted at building teamwork, social skills, communication, taking turns, and eye contact. It is not just playing with Lego! Upon completion of the intervention, students are entered for an AQA Unit Award to recognise their hard work and achievement.

**ELSA Programme**  
ELASs are Emotional Literacy Support Assistants who help children and young people learn to understand and manage their emotions and respect the feelings of those around them. Most ELSA programmes will last for 6 weeks, helping the pupil to learn new specific skills or coping strategies. Clear programme aims (SMART targets) are set early on and each session has an objective - something the pupil wants to understand, achieve, or needs help with. Form Tutors and Progress Managers can refer students for ELSA sessions. Your in-school ELASs are Mrs Rowley and Mrs Dawson.

**Boxing Programme**  
Weekly boxing sessions are available on Tuesdays with personal trainer, Dan Walker. Pupils learn physical health and mental health through boxing. Sessions are free to pupils but there is limited availability. Sessions occur during school time and are also available as an Endzone activity. For more information, please contact your child's Progress Manager, Form Tutor, or Mrs Tapley.

**Education Mental Health Practitioner**  
Our NHS Education Mental Health Practitioner, Tom Martin, visits school every Monday. Tom is able to offer low-level mental health support for various issues linking to wellbeing and mental health, including anxiety, worries, and stress. Tom is able to work with students both 1:1 and in small groups. Tom's interventions are primarily based on CBT and guided self-help techniques. If you feel your child may benefit, you are able to refer them to this service yourself, or alternatively, please speak to their Form Tutor, Progress Manager or Mrs Tapley.

**School Nurse**  
We have the School Nurse attending school once a fortnight to see students with any issues linking to both physical and mental health. Parents can self-refer their child to this service.

**Virtual Drop-In**  
The virtual drop-in, hosted by a School Nurse, is open to parents/carers and young people of Staffordshire. The virtual drop in takes place each Thursday between 3.30pm and 4.30pm, even during the school holidays. If you need to speak to a School Nurse outside of these times please call the freephone Hub number: 0800 179 0611 and press option 1.

To join the session, scan the QR code or type the link below into your preferred web browser.  
<https://mpsft.live/schoolnurse>

## A Step-by-Step Guide for Parents



### Step 1: Start at Home

- Find a calm, private space with no distractions.
- Listen without judgement – all feelings are valid.
- Reassure your child they're not alone and you're there to help.
- If you feel there is an immediate risk, call the Crisis Team on 0800 0328 728 (option 1).

### Step 2: Try Helpful Well-being Apps



### Step 3: Speak to the School Nurse Virtual Team

- Text your School Nurse through the confidential text messaging service for 11-19 year olds. If you live in Stoke-on-Trent text: 07520 615723. If you live in Staffordshire text: 07520 615721

### Step 4: Encourage School-Based Support

- Your child can attend the Wellbeing Drop-in for a safe space to talk and get support.
- This is ran by our in-school ELSAs every Tuesday morning from 8am - 8:30am in the MAP Room. No booking needed, just turn up!

### Step 5: Explore Local Group Support

- Action for Children - Group programmes for young people.
- Changes Young People - Mental health support groups for young people.
- Other local services include: Talking Therapies (0300 303 0923), Combined Wellbeing (0800 032 8728), North Staffs Mind, The Dove Service, YMCA North Staffs.

### Step 6: Speak to School Staff

- Contact your child's form tutor or progress manager and we can look at available school-based interventions (please note some may have waiting lists).

### Step 7: Contact your GP

- Your GP can offer advice and may support a CAMHS referral if needed.

*Please Note: Some services may have waiting times, but support is available at every step.*



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**Pupil &  
people  
centred**

**Act with  
integrity**

**Be  
innovative**

**Be best  
in class**

**Be  
accountable**