SS Simon & Jude
Church of England Primary School

Social, Emotional, Mental Health and Wellbeing Policy

Document Name	Social, Emotional, Mental Health and Well Being Policy
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‘I can do all things through him who strengthens me’ Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Update**
01/10/26	15	Added MHST as a tier 3 support strategy

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Statement of intent

At the heart of our school is a commitment to nurturing a community where every individual is empowered to flourish together in the image of God. Our vision calls us to build positive relationships that influence every aspect of life, recognising that true growth often arises from overcoming the barriers we face. In line with this, our Social, Emotional, Mental Health and Wellbeing Policy exists to uphold and promote the emotional, psychological, and social wellbeing of all members of our school community.

We understand that wellbeing is foundational to learning, relationships, and spiritual growth. This policy reflects our mission to support everyone — pupil, staff member, and family — to thrive in a safe, compassionate environment rooted in faith.

Our approach to mental health is grounded in our core values:

- **Hope** – Believing in the possibility of a brighter future for all, regardless of current struggles.
- **Compassion** – Responding to the needs of others with empathy, kindness, and understanding.
- **Respect** – Valuing the uniqueness of everyone, their feelings, and their journey.
- **Service** – Supporting one another with generosity and selflessness, fostering community-wide wellbeing.
- **Justice** – Ensuring fairness and equity in the provision of support and access to mental health resources.
- **Perseverance** – Encouraging resilience and determination through life's challenges.

Through this policy, we aim to create a culture where mental health is openly discussed, actively supported, and never stigmatised. We are committed to early intervention, clear lines of communication, and ongoing education to ensure that every member of our school community feels seen, heard, and valued.

With faith as our foundation, we will continue to develop and uphold a whole-school approach to wellbeing — enabling all to flourish now and into the future.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2011
- Mental Capacity Act 2005
- Children Act 1989
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25.

This policy operates in conjunction with the following school policies:

- Trauma Informed and Relationships Policy
- Safeguarding and Child Protection Policy
- Relationships and Health Education Policy
- Special Educational Needs Policy
- Suspension and Exclusion Policy

2. Roles and responsibilities

The Local Advisory Board (LAB) is responsible for:

- Ensuring provision is in place for all pupils with SEMH difficulties, whether they have an EHC plan.
- Endeavouring to secure the special educational provision called for by a pupil's SEMH difficulties.
- Designating an appropriate member of staff to be the SENCO ensuring they coordinate provisions for pupils with SEMH difficulties.
- Taking all necessary steps to ensure that pupils with SEMH difficulties are not discriminated against, harassed or victimised.
- Ensuring arrangements are in place to support pupils with SEMH difficulties.
- Ensuring there are clear systems and processes in place for identifying possible SEMH problems, including routes to escalate and clear referral and accountability systems.
- Identifying an appropriate staff member to act as the senior mental health lead, with sufficient authority to develop and oversee the school's approach to mental health and wellbeing.

The Executive Headteacher / Head of School is responsible for:

- Using a preventative approach to create a safe and calm environment where social, emotional and mental health problems are less likely to occur, in order to improve the mental health and wellbeing of the school community and instil resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.
- Ensuring that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Ensuring that staff are aware of how potentially traumatic adverse childhood experiences (ACE), including abuse and neglect, can impact on a pupil's mental health, behaviour and education.
- Equipping staff with the knowledge required to identify pupils whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Raising awareness and employing efficient referral processes in order to help pupils access evidence-based early support and interventions.

- Working effectively with external agencies to ensure the school can provide swift access or referrals to specialist support and treatment.
- Identifying and supporting pupils with SEND, and considering how to use some of the SEND resources to provide support for pupils with mental health difficulties that amount to SEND.
- Identifying where wellbeing concerns represent safeguarding concerns, and ensuring that appropriate safeguarding referrals are made in line with the Safeguarding Policy and Child Protection Policy.
- Ensuring that those teaching or working with pupils with SEMH difficulties are aware of their needs and have arrangements in place to meet them. Ensuring that staff members understand the strategies used to identify and support pupils with SEMH difficulties.
- Ensuring that teachers monitor and review pupils' academic and emotional progress during the academic year.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions, in a similar way to other important strategic roles within the school.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEMH difficulties.
- Establishing and maintaining a culture of high expectations and including pupils with SEMH difficulties in all opportunities that are available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with SEMH difficulties are effectively supported.
- Keeping parents and relevant staff up to date with any changes or concerns involving pupils with SEMH difficulties.
- Ensuring staff members have a good understanding of the mental health support services that are available in their local area, both through the NHS and voluntary sector organisations.

The SENCO is responsible for:

- Collaborating with the local advisory board, Executive Headteacher / Head of School and the senior mental health lead to determine the strategic development of SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the SEMH Policy.
- Supporting the subject teachers in the further assessment of a pupil's particular strengths and areas for improvement, and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH difficulties.
- Being aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.
- Understanding how potentially traumatic adverse childhood experiences can impact a pupil's mental health, behaviour and education.
- Planning and reviewing support for their pupils with SEMH difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Educating the children about Social, Emotional, Mental Health and Wellbeing through different areas across the curriculum
- Using restorative practice/ following the behaviour policy linked to the different emotions identified to support/educate the pupils.
- Implementing interventions identified to support pupils Social, Emotional, Mental Health and Wellbeing

- Teachers to build relationships and get to know their children well to help identify any changes in pupil behaviours linked to social, emotional, mental health and wellbeing.

3. Definitions

Social, Emotional and Mental Health (SEMH) needs refer to a wide range of challenges and difficulties that pupils may experience in relation to their emotional wellbeing, ability to form relationships, and behaviour. These needs can affect how they cope with day-to-day life, learning, and the ability to engage positively with others.

SEMH is recognised as a type of Special Educational Need (SEN) under the SEND Code of Practice (2015). The needs may be temporary or long term, and they can occur alone or alongside other needs (such as autism or ADHD).

For the purpose of this policy SEMH is defined as:
Social needs refer to how pupils interact with others and manage relationships.
Emotional needs refer to how pupils understand, express, and manage their own emotions.
Mental health needs refer to a pupil's overall emotional and psychological wellbeing. This includes diagnosed conditions (such as anxiety disorders, depression, or PTSD) as well as general emotional distress that may not meet diagnostic criteria but still significantly impact daily life.

Supporting SEMH is not only about managing behaviour, but about understanding underlying causes, providing timely interventions, and nurturing each pupil's capacity to flourish as a whole person — spiritually, emotionally, socially, and academically.

4. Signs of Social, Emotional and Mental Health difficulties

Staff members are aware of the signs that may indicate if a pupil is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

Anxiety	Isolating themselves	Perceived injustices	Disproportionate reactions to situations	Lack of personal boundaries
Low mood	Refusing to accept praise	Restlessness/over-activity	Difficulties with change/transitions	Poor awareness of personal space
Being withdrawn	Failure to engage	Challenging behaviour	Absconding	Lack of empathy
Avoiding risks	Poor personal presentation	Task avoidance	Impulsivity	Eating issues
Unable to make choices	Lethargy/apathy	Speech anxiety/reluctance to speak	Mood swings	Verbal aggression
Low self-worth	Daydreaming	Unable to make and maintain friendships	Non-compliance	Physical aggression

Vulnerable groups

Some pupils are particularly vulnerable to SEMH difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that increase the risk of mental health problems.

Staff are aware of the increased likelihood of SEMH difficulties in pupils in vulnerable groups and remain vigilant to early signs of difficulties.

Vulnerable groups include the following:
Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
Children in need
LAC and PLAC
Socio-economically disadvantaged pupils, including those in receipt of, or previously in receipt of, free school meals and the pupil premium
Pupils with SEND

5. Risk Factors and Protective Factors

There are several risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties, these are known as risk factors. There are also factors associated with a decreased likelihood of SEMH difficulties, these are known as protective factors.
The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

Risk factors	Protective factors
• Genetic influences • Low IQ and learning disabilities • Specific development delay or neurodiversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills and sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationships or the absence of severe discord
• Bullying including online (cyber bullying) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Child-on-child abuse	• Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health

• Poor pupil-to-teacher/school staff relationships	• Good pupil-to-teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and child protection policies. • An effective early help process • Understand their role in, and are part of, effective multi-agency working • Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively
• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

The following table contains common warning signs for suicidal behaviour:

Speech	Behaviour	Mood
The pupil has mentioned the following:	**The pupil displays the following behaviour:**	**The pupil often displays the following moods:**
Killing themselves	Increased use of alcohol or drugs	Depression
Feeling hopeless	Looking for ways to end their lives, such as searching suicide online	Anxiety
Having no reason to live	Withdrawing from activities	Loss of interest
Being a burden to others	Isolating themselves from family and friends	Irritability
Feeling trapped	Sleeping too much or too little	Humiliation and shame
Unbearable pain	Visiting or calling people to say goodbye	Agitation and anger

Adverse childhood experiences (ACEs) and other events that impact pupils' SEMH

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

Loss or separation: This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
Life changes: This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
Traumatic experiences: This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
Other traumatic incidents: This may include natural disasters or terrorist attacks.
Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

6. Curriculum Provision @ SSSJ

Wellbeing Curriculum

As part of our whole-school approach to mental health and wellbeing, our wellbeing curriculum is intentionally designed to embed the Five Ways to Wellbeing — Discover, Take notice, Connect, Give and Move. These are part of the Kapow wellbeing scheme which is linked to the five ways of wellbeing devised by the Charlie Waller Trust.

These principles are woven through our teaching and learning experiences to help pupils develop lifelong strategies for positive mental health. This approach supports our vision to build a community where positive relationships and personal growth are at the heart of all we do, enabling every individual to flourish in the image of God.

The five ways to wellbeing framework provide structured opportunities for pupils to build emotional literacy, resilience, empathy, and a sense of belonging. These principles are embedded across all year groups in our Wellbeing curriculum, ensuring progression from EYFS to Year 6.

Discover:
Our curriculum fosters a love of learning as a pathway to personal growth. From trying something new in EYFS, to developing perseverance (Y2) and understanding resilience (Y4), pupils learn to embrace mistakes and challenges. Upper KS2 pupils build a growth mindset, reframe negative thinking, and set personal goals. This strand nurtures confidence, aspiration, and a belief in the value of continued learning — all of which support positive mental health.

Take Notice:
Pupils are encouraged to become mindful of their surroundings, thoughts, and feelings. From observing textures and sounds in EYFS, to expressing emotions through colour and music in KS1, children are taught how to recognise and reflect on their emotional state. By KS2, they begin to identify and reframe their thoughts (Y4), show awareness of others' emotions (Y5), and consider their own needs for rest and self-care (Y6), promoting emotional intelligence and mental clarity.

Connect:
We teach children the importance of building and maintaining healthy relationships through empathy, respect, and collaboration. In EYFS, children explore similarities and differences, helping them understand the diversity within their community. As they progress, pupils learn how to express kindness (Y2), develop positive friendships (Y3–Y4), and appreciate the value of teamwork (Y5). By Year 6, pupils explore the concept of community, understanding how positive relationships and a sense of belonging support mental wellbeing.

Move:
Physical activity is promoted not only for physical health but also for emotional regulation and focus. Starting in EYFS with movement through imaginative play, pupils gradually build awareness of the link between

movement and wellbeing. From gardening (Y1) and nature walks (Y2), to using motion detection technology (Y3) and identifying adapted sports (Y5), children learn that activity can be inclusive and enjoyable. In Year 6, they choose brain breaks to support their focus and reduce stress — developing lifelong self-care habits.

Give:
Acts of kindness, generosity, and service are fundamental to our Christian ethos and wellbeing provision. From simple acts like using kind words in EYFS, to exploring generosity and appreciation in KS1 and lower KS2, pupils are encouraged to contribute positively to the lives of others. By Year 6, they engage in meaningful reflection on empathy, apologies, and reconciliation — vital skills for emotional wellbeing and healthy relationships. This strand connects deeply with our school values of Compassion, Service, and Justice.

Health and Wellbeing through Personal, Social and Health Education (PSHE) Curriculum

At SSSJ, we use the Kapow Primary RHE & PSHE curriculum to deliver a comprehensive and progressive programme that supports the emotional literacy, resilience, and wellbeing of every pupil. This is central to our mission to empower individuals to flourish together in the image of God and underpins our whole-school approach to promoting mental health.

The curriculum is taught weekly through a structured spiral model that revisits key themes with increasing depth as pupils progress through the school. The five key areas — *Health and Wellbeing, Family and Relationships, Safety and the Changing Body, Citizenship,* and *Economic Wellbeing* — all contribute to promoting good mental health and emotional regulation.

EYFS
In EYFS, pupils begin developing self-awareness and emotional regulation through units such as *My Feelings*, *Taking on Challenges*, and *My Wellbeing*. They learn to identify emotions, practise grounding strategies, and understand the importance of healthy routines including exercise and sleep. Pupils also build early social skills by forming friendships and recognising special people in their lives.

Key Stage 1
In Years 1 and 2, pupils explore their own feelings and those of others, develop strategies to manage emotions, and learn about the importance of rest, physical activity, and self-care. For example, they practise relaxation and breathing techniques, build a growth mindset, and discuss how to maintain healthy friendships. Mental health is promoted through lessons on personal hygiene, resilience, and setting personal goals.

Lower Key Stage 2
By Years 3 and 4, pupils delve more deeply into managing friendships, resolving conflict, coping with loss, and understanding the link between thoughts, feelings, and behaviours. They are introduced to mindfulness and reflection practices, resilience strategies, and how to express themselves clearly and respectfully. Pupils are also encouraged to see mistakes as part of the learning process, building emotional strength and confidence.

Upper Key Stage 2
In Years 5 and 6, pupils further explore the emotional and physical impact of life changes, including puberty, bereavement, and moving on to secondary school. Lessons focus on self-respect, managing strong emotions, identifying support networks, and recognising the signs of stress and how to cope. They learn how to seek help and reflect on the long-term habits that support mental wellbeing, including rest, balance, and positive self-talk.

Throughout all year groups, there is a strong emphasis on positive relationships, self-regulation, empathy, and healthy lifestyle choices. The curriculum equips pupils with practical strategies and vocabulary to talk about their mental health and seek support when needed.

7. Support Framework

At SSSJ, we are committed to supporting pupils who may experience social, emotional or mental health difficulties. We do this through a graduated response.

Tier 1: Universal Offer

Our approach begins with a strong universal offer for all pupils. This is additional to our core curriculum offer as detailed above.

This section within the universal offer is closely linked to the Trauma Informed and Relationships Policy support framework – wave 1.
*building connections with all staff and pupils to build belonging.
*use of positive framing and celebrating success
*use of co-regulation
*emotional check ins
*preparing pupils emotionally
*use of emotion coaching
*use of restorative conversations to reflect upon and repair relationships
*zones of regulation and pupils' understanding of this.
*size of the problem training
*use of 'something I want ***** to know' box

Additional aspects of the universal offer are also detailed below.
Staff Training and Support
* All staff receive training to recognise and respond to mental health concerns.
* Signposting and promoting awareness of mental health resources to staff and pupils.
* Regular staff wellbeing initiatives recognising the link between staff and pupil mental health.

Learning
* Time protected for non-core subjects that support wellbeing (sport, music, art, drama).
* Texts within the curriculum that explore mental health issues.
* Promotion of growth mindset through curricular and extracurricular opportunities.
* Worship incorporates reflection through the 'windows, mirrors and doors' strategy.
* Quality first teaching including use of worked examples, adapted or simplified tasks, task boards, scaffolded resources, clear instructions, well organised classroom environments.

Pupil voice and leadership
* Pupils contribute through school council, ambassadors, play leaders, and worship committee.
* Regular pupil questionnaires to gather and respond to pupil voice.
* Celebration of achievements (e.g., dojos, certificates, competitions) during worship or newsletters.

Transition and Routines
* Effective transition across all phases of education.
* Move-up mornings and meet-the-teacher evenings to ease classroom transitions.
* Visual timetables and weekly newsletters provide structure and advance notice of changes.
* Special attention given to daily transitions (drop off, breaktimes, etc.).
* Breakfast club supports socialisation and a calm start to the day.

Parental Engagement and community links
* Meet-the-teacher evenings and regular parent evenings to foster communication.
* Parent workshops to support home learning and child wellbeing.
* Community links and events shared via weekly newsletters.
* Open door policy

Mental Health Promotion & Environment
* Mental health awareness promoted through assemblies, speakers, themed days.
* Displays and notices signposting support and services.
* Quiet areas such as the spiritual garden available during playtimes.
* Social opportunities encouraged during play and mealtimes.
* Strong school ethos grounded in shared vision, mission, and values.

Tier 2: Targeted Support

For pupils who are struggling to thrive within the universal offer, school will move to tier 2 targeted support.

Targeted Interventions and possible referrals
* Structured intervention programmes for specific needs (e.g. worry, anger, bereavement, friendship skills)
* Interventions such as: social stories, talkabout, time to talk, socially speaking, precision teaching
* I-Thrive support for identified individuals or school nurse referral.
* Regular wellbeing check-ins with the pastoral support.
* Peer mentoring and buddy systems to build peer relationships and confidence.
* Adapted timetables to support individual needs and reduce stress.
* Complete 'A day in the life of…' to gain a deeper understanding of pupils' needs.
* Adult support for unstructured times.

Monitoring, Assessment & Planning
* Regular reviews of interventions to assess impact and make adjustments.
* Single page profiles updated termly or as needed to reflect changing needs.
* Positive regulation plan which is devised alongside parents.
* Weekly annotated planning for SEND / EHCP pupils to track progress and wellbeing.
* SENCO-led strategies tailored to individual pupils, shared with staff.
* Targeted interventions based on pupil data and review meetings.
* LAC termly reports with funding linked to specific pupil needs.
* Attendance monitored closely with targeted support when required.

Staff Training & Capacity Building
* Staff training linked to specific pupil needs (e.g. trauma, bereavement, adoption).
* Upskilling staff through ELSA and Mental Health First Aider training.
* Sensitive information shared appropriately (e.g. ENCOMPASS) to ensure effective support.

Inclusion & Participation
* EHCP interventions based on expert guidance and regularly updated.
* Specific pupils encouraged to attend breakfast club for stability and connection.
* Targeted encouragement for pupils not engaged in extra-curricular clubs, giving them a voice in choosing activities.
* Strengths and difficulties questionnaire
* Access to personalised, specialist equipment ie weighted blanket, fidget toys, sensory chairs etc.
* Clear risk assessments in place to mitigate risk and promote inclusion ie absconding from school

Parental & Family Engagement
* Regular parent/carer meetings to co-develop wellbeing strategies.
* Resources shared with families to reinforce support at home.
* Signposting families to external services (e.g. food banks).
* Extra transition visits and personalised support for new starters or pupils moving to secondary.

Tier 3: Specialist support

Where more intensive or specialist support is needed, we work closely with external agencies such as MHST, Educational Psychology, CAMHS, and Behaviour Support Services, as well as with families, to ensure a coordinated, child-centred approach. School will consider opening an early help at this stage.

This tiered system allows us to respond to the needs of everyone in a timely and effective way, enabling every pupil to feel safe, valued, and empowered to flourish.

8. Managing disclosures

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should focus on listening in the first instance, rather than thinking about giving advice or offering solutions. Our first intent should be on the provision of a safe and secure space to discuss the student's concerns and promoting their emotional and physical safety.
All disclosures should be recorded on CPOMS. This written record should include:

- The date and time of the disclosure
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed actions

This information should be shared with the designated safeguarding leads who will offer support and advice about next steps.

9. Confidentiality

It is always advisable to share disclosures with the designated safeguarding leads. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil; it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with, additional to the DSL. We should discuss with the following with the pupil.

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them
- When the information will be passed on

There may be occasions where a pupil refuses to consent to information being shared, or where it is not possible to gain their consent. Examples may include receiving information indicating a pupil is at serious risk of harm, but is not currently present at the school, or it is clear that the pupil is at risk of harm but does want anyone else to be informed. The safety of pupils is our priority, and we will therefore share information when we believe that a pupil is at risk, regardless of their consent.

We should always give students the option of us informing parents or carers either initially on their behalf, or with them. A face-to-face meeting can be arranged to discuss the disclosure with parents or carers.

10. Working with Parents and Carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the designated safeguarding lead for assessment.

To support parents and carers we will:
• Provide information online on mental health issues and local wellbeing and parenting programmes.
• Share ideas about how parents and carers can support positive mental health in their children.
• Make our emotional wellbeing and mental health policy easily accessible to parents.
• Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
• Share information with parents and carers about in school initiatives that support pupils' mental health and wellbeing, such as The Zones of Regulation.
• Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:
• Contact parents to discuss the outcome of any assessment (Although there may be cases in which parents and carers cannot be involved due to child protection issues.)
• Discuss any relevant referrals to external agencies.
• Signpost parents to further information or provide resources to take away.
• Create a chronology of actions and events.
• Agree mental health care and protection plan where appropriate, including clear next steps.
• Discuss how parents can support their child through strategies or signposts to parenting support groups.

11. Staff 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 pupils safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our professional development process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

12. Record keeping

Robust record keeping is a vital element of our whole-school approach to safeguarding and supporting pupil wellbeing. All concerns, interventions, and communications related to mental health are logged accurately and promptly within teams, Arbor or CPOMS depending on the nature of the concern. This ensures that patterns can be identified early, support is consistent, and relevant staff are kept informed on a need-to-know basis.

Records are regularly reviewed by designated staff, including the SENCO, Mental Health Lead, and Safeguarding Team, to monitor the impact of interventions and adapt support where needed. This careful documentation not only promotes accountability and joined up working but also enables effective communication with external agencies and families, ensuring pupils receive the timely and appropriate help they need.

13. Monitoring and review

This policy is reviewed annually by the Executive Headteacher / Head of School. Any changes to this policy will be communicated to all relevant stakeholders. The scheduled review date for this policy is October 2027.