71 – Pupil Mental Health and Wellbeing Policy

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Workload impact ☐ Equality impact ☐ Trust virtues ☐

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PART A – Trust Overview

1. Introduction

At Minster Trust for Education (MITRE), our vision **'Together we help every child to flourish, opening doors to fulfilling futures'** is at the heart of what we do.

We understand that positive mental health and wellbeing are fundamental to helping pupils reach their full potential. That is why we take a trustwide approach, supporting our schools to cultivate environments where every pupil feels safe, valued, and heard.

We are committed to fostering a culture that prioritises mental health, where pupils are confident to seek support when needed, and staff are well equipped to provide it.

Our shared vision and values shape what we call 'A MITRE Education' guiding the experiences we aim to create in every school across the trust.



In alignment with their unique contexts and ethos, our schools are guided by MITRE's core values, which shape a collective approach to mental health and wellbeing:

- **Integrity** – We are open and honest in our approach to mental health, fostering a culture where pupils can express their emotions without fear of stigma.
- **Service** – We are committed to actively promoting the wellbeing of all pupils, ensuring their mental health needs are met with care, compassion and understanding.
- **Collaboration** -We work together as a trust, sharing expertise and best practice to ensure pupils receive effective and consistent support.
- **Wisdom** – We empower pupils with the knowledge, strategies and tools they need to support their mental health, build resilience, and face life's challenges with confidence.
- **Kindness** – We cultivate nurturing and inclusive school environments, where every pupil feels valued, respected and genuinely cared for.

2. Definitions

At MITRE, we define mental health and wellbeing as each individual's emotional, psychological, and social wellness. Good mental health enables pupils to build resilience, navigate daily challenges, form positive relationships, and reach their full potential in both learning and life. We recognise that wellbeing is not merely the absence of mental illness, but a positive state in which a person is able to grow, thrive, and flourish.

3. Policy Aims

This policy is guided by the **eight principles of a whole school approach to mental health and wellbeing,** as outlined by Public Health England in collaboration with the Department of Education.



Leadership and Management

- Embed mental health and wellbeing into the the strategic leadership and development planning of each school.
- Ensure mental health is reflected across policies, planning, and decision-making processes.
- Appoint a trained Senior Mental Health Lead in each school, responsible for overseeing mental health provision, intervention, staff training and pupil support.

School Ethos and Environment

- MITRE schools will create safe, inclusive, and nurturing school environments where pupils feel emotionally secure and able to express themselves.
- Promote a school culture rooted in respect, diversity, and emotional safety.
- Implement anti-bullying strategies and peer support systems across all schools.

Curriculum, Teaching and Learning

- Embed mental health and wellbeing education within the RHSE/PHSE curriculum and integrate it across subject areas where approriate.
- Equip pupils with essential life skills, including emotional literacy, resiliance, and problem solving strategies.

Pupil Voice

- Actively involve pupils in shaping mental health initiatives, and decision-making processes.
- Encourage schools to establish pupil wellbeing councils or ambassador roles.
- Use surveys and feedback tools to gather and respond to pupil perspectives on wellbeing.

Staff Development, Health, and Wellbeing

- Provide high quality training and professional development so staff feel confident and competent in supporting pupils' mental health.
- Foster a culture where staff are able to identify early signs of concern, offer timely support, and signpost pupils and families to additional help when needed.
- Encourage open conversations about mental health and wellbeing within the staff community.

Identifying Need and Monitoring Impact

- Equip staff with clear guidance on recognising early indicators of mental health challenges and responding appropriately.
- Work with schools to provide targeted interventions tailored to pupils' individual needs.
- Monitor and evaluate the effectiveness of interventions and support using a graduated approach and assess-plan-do-review cycles.

Working with Parents and Carers

- Provide or signpost families to relevent information, guidance and workshops on children's mental health.
- Encourage ongoing, open communication between schools and families.
- Collaborate with parents and carers when developing individual support plans.

Targeted Support and Appropriate Referral

- Ensure schools have clear referral pathways for accessing both internal and external mental health services.
- Offer targeted interventions for pupils who require additional support.
- Build and maintain strong partnerships with external agencies, including Educational Psychologists, CAMHS, and Mental Health Support Teams.

4. Legislation and Guidance

This policy has been developed in consultation with Senior Mental Health Leads across MITRE schools to ensure a consistent and effective framework for supporting pupils' mental health and wellbeing. It is informed by current statutory requirements, national guidance, and best practice.

In particular, the policy reflects the principles and duties set out in the key legislation and guidance:

- Children and Families Act 2014 – with reference to Special Educational Needs and Disability (SEND) provisions.
- Children Act 1989 & 2004 – promoting the welfare and safeguarding of children and young people.
- Education Act 2002 – placing a duty on schools to promote the wellbeing of pupils.
- The Equality Act 2010 – ensuring that pupils with mental health needs are not discriminated against.
- Keeping Children Safe in Education (KCSIE) – statutory guidance from the DfE on safeguarding, including mental health concerns.
- Mental Health and Behaviour in Schools (DfE) – guidance on identifying and supporting pupils with mental health needs.
- Working Together to Safeguard Children (DfE) – multi-agency guidance for protecting children from harm.
- SEND Code of Practice (DfE) – setting out the approach to identifying and meeting the needs of pupils with SEND.
- Ofsted Education Inspection Framework – highlighting the importance of personal development, behaviour, and welfare, including mental health.

5. Monitoring Our Approach

At MITRE , we are committed to continously evaluating and improving our mental health and wellbeing provision to ensure it meets the evolving needs of our pupils, staff and school communities.

The trust will work in collaboration with Senior Mental Health Leads across schools to regularly review polices and practices, drawing on evidence based research and national best practice in child and adolescent mental health. Feedback from pupils, staff, parent and carers will play a key role in shaping and refining our strategic approach.

Monitoring and evaluation will be embedded within existing trust-wide processes, including:

- MITRE Reviews
- Safeguarding Reviews

- Attendance and Behaviour monitoring
- School Improvement cycles
- Governance Reviews
- Overview from the MITRE link Trustee for Inclusion

In addition, individual schools will adapt and develop approaches to mental health and wellbeing in line with their specific context and community needs. These will be outlined in PART B of this policy, ensuring that school-level implementation aligns with the trust's overarching framework while remaining responsive and localised.

PART B – School Specific Information

6. School Aims

At Halam School we are committed to supporting the mental health and wellbeing of every pupil.
This links with our school vision and values. 'Life in all its fullness' - to create a school where everyone is motivated to achieve their full potential within a Christian and caring environment. Our vision is to create a school where everyone is motivated to achieve their full potential within a Christian and caring environment.

Our school is rooted in a culture of inclusion, compassion, and high expectations, and we believe that supporting mental health is central to helping pupils thrive academically, socially and emotionally.

Through this policy we aim to:

- Outline our school's tailored approach to promoting positive mental health and wellbeing.
- Guide staff in their roles, equipping them to create a school environment where all pupils feel safe, valued and supported.
- Identify and respond early to signs of emotional or mental distress.
- Work collaboratively with families, providing access to internal and external sources of support.

This policy should be read in conjunction with:

- SEND policy
- Behaviour policy
- Anti-Bullying policy
- Child protection and Safeguarding policy
- Child on Child Abuse policy

7. Roles and Responsibilities

Roles in our school are clearly defined to embed a whole-school approach:

- Governing Body – Hold strategic oversight and ensure compliance with statutory duties.
- Executive Headteacher – Leads on embedding mental health and wellbeing in the school's ethos, strategy, and decision-making. (Mrs Aly Speed)
- Senior Mental Health Lead – Trained to coordinate the whole-school approach to mental health and wellbeing, ensuring a joined-up offer of support. (Mrs Tracy Francis)
- Designated Safeguarding Lead (DSL) – Oversees safeguarding concerns relating to mental health and wellbeing. (Mrs Tracy Francis is our DSL, with Mrs Aly Speed and Mrs Lisa Hammond as Deputy DSLs)
- SENDCo – Supports pupils SEMH needs, ensuring provision aligns with the SEN Code of Practice. (Mrs Tracy Francis)
- RSHE or PHSE Lead – Ensures the curriculum promotes emotional literacy, resilience and wellbeing. (Mrs Tracy Francis)

- Attendance Lead – Monitors patterns linked to wellbeing and contributes to early identification of concerns. (Mrs Aly Speed)
- All staff – play a proactive role in identifying needs, fostering a supportive environment, and offering everyday mental health support.

8. Warning Signs

Staff are alert to early signs of mental health needs, including:

- 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 would not have previously.
- Refusing to participate in PE 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.

9. Managing Disclosures

Disclosures are managed sensitively and in accordance with safeguarding protocols:

- Staff listen without judgement and explain that information may need to be shared to keep the pupil safe.
- Confidentiality is respected but never promised if a pupil is at risk.
- Concerns are recorded and passed to the DSL and/or Mental health Lead. These concerns will be formally recorded on the MyConcern platform.
- Parents/carers will be informed unless doing so places the pupil at greater risk.

10. Supporting pupils

Universal Support

We promote wellbeing for all pupils through:

- Raising awareness of mental health during assemblies, worship time, and curriculum-based wellbeing content.
- A positive school environment where mental health is openly discussed.
- Signposting and visible sources of support (e.g. posters and website links).
- Pastoral structures and wellbeing focused initiatives.
- Access to a named Mental Health Lead and support staff.
- Providing pupils and parents with avenues to provide feedback on any elements of our school that is negatively impacting their mental health.

Targeted and Tailored Support

When pupils need additional help, we follow a graduated approach:

- Personalised interventions such as:
  - Nurture time
  - ELSA
  - Draw & Talk or similar therapeutic approaches

- Assess-Plan-Do -Review cycles ensure staff can monitor the impact of tailored SEMH support.

Referral to external services

When a pupil's needs exceed the internal offer available in schools, a referral may be made, or families may be signposted to external services such as:

- GP or Paediatrician
- CAMHS
- Educational Psychologist
- Early Help
- B U Notts
- SBAP

Support Plan

For a small number of pupils, a documented support plan may be required due to the level of need relating to their mental health.

A support plan would be written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals for a coordinated approach.

A support plan will contain the following details: The mental health issue (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.

11. Working with parents and carers

We value the role of families, and will:

- Share concerns in a sensitive and timely way.
- Offer regular updates and involve them in support planning.
- Provide access to resources, workshops, signposting
- Work in partnership when developing strategies for their child
- Share details of what is being taught in RSHE/PHSE related to wellbeing.

12. Supporting peers

Where appropriate, we will support children impacted by a peer's mental health through:

- Education about healthy ways to support a friend.
- Encouraging open but safe communication.
- Signposting to appropriate support and staff.
- Ensuring that vulnerable children are not placed in caregiving roles.

13. Signposting

We ensure that families know how to access help and support by:

- Displaying posters and QR codes.
- Maintaining an up-to-date wellbeing section on the school website.
- Making staff members available for questions or concerns.

14. Curriculum & Culture

Mental health is taught through RSHE/PSHE in line with PSHE Association guidance. At Halam, we use the Focus, ''Let's Talk' resources.

Pupils are supported to:

- Develop healthy coping strategies.
- Challenge stigma and promote inclusion.
- Understand and manage emotional.

We create a culture of openness by modelling positive conversations about mental health and embedding emotional wellbeing in all areas of school life.

For more information see our PSHE curriculum.

15. Training

All staff are offered training to:

- Recognise signs of mental ill health.
- Understand their responsibilities in early intervention.
- Follow the correct pathways for referral or escalation.

16. Support for staff

We recognise that supporting others can impact staff wellbeing. As a school we:

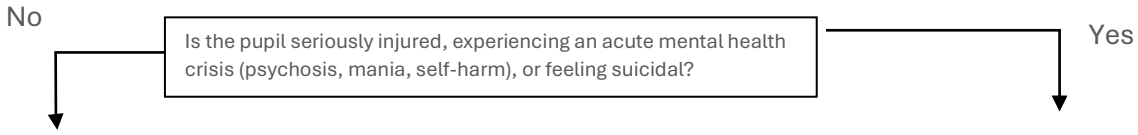
- Promote a supportive and collaborative culture.
- Offer supervision or peer support where needed.
- Encourage staff to speak up and seek help early.

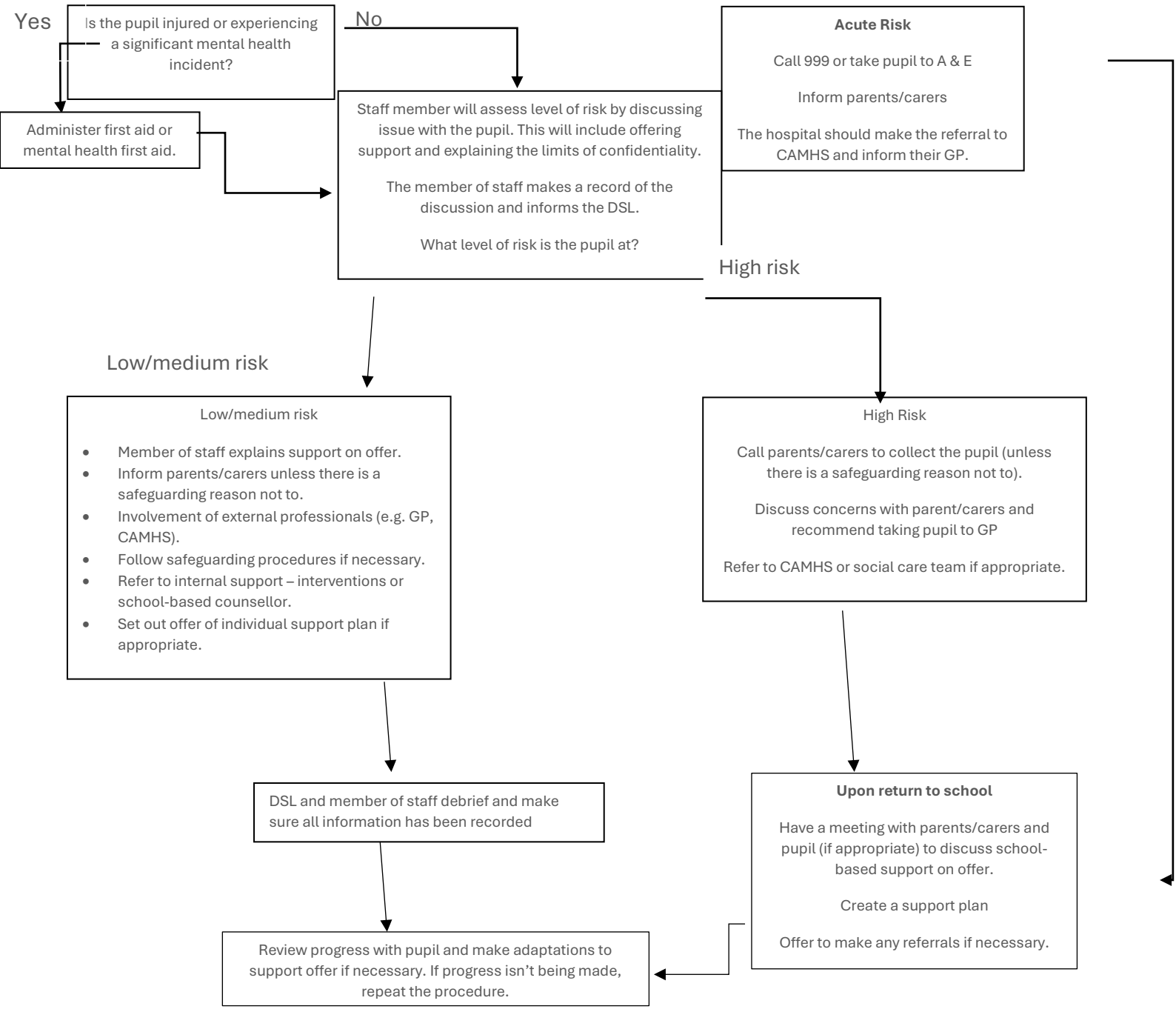
Monitoring arrangements

This policy is reviewed every two years, or sooner in the event of changes to guidance and/or practice.

At every review, the overall policy (Part A and the generic content of Part B) will be approved by MITRE trustees as part of the Effectiveness and Standards Committee.

Appendix A - Procedures to follow in case of acute mental health crisis.





Appendix B - Protective Factors and Risk Factors

(Adapted from Mental Health and Behaviour in School (November 2018)

	Risk Factors	Protective Factors
In the Pupil	• Genetic influences • Specific developmental delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and positive attitude. • Experiences of success and achievement • Faith and/or spirituality • Capacity to reflect
In the Family	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, drug use, 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 relationship or the absence of severe discord
In the School	• Bullying • Discrimination • Breakdown in or lack of positive relationships • Negative peer influences • Peer pressure • Inconsistent implementation of the behaviour policy • Poor relationships with staff • Not being listened to by staff • Staff not following support plans.	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems. • A whole school approach to promoting good mental health. • Positive relationships between pupils and staff • Staff understanding the needs of the pupil and following support strategies

Appendix C – Example Support Plan Template

Supporting Pupil Mental Health and Wellbeing

Pupil Information	
Full name:	Date Plan Started:
Date of Birth:	Review Date:
School Year:	
Reason for Plan (summary of presenting concerns, diagnosis if applicable, and context for support)	
Lead Staff Contact	Other Staff Involved
Name: Role:	
Pupil Strengths and Interests	Concerns /Needs Identified
In-school Support Strategies	External Support Involved
Pupil Voice	Parent/Carer Voice
Monitoring and Review	
How will progress by tracked?	Frequency of review?
Pupil Signature:	Parent/Carer Signature:
School Lead Signature:	Date: