



**Lakelands**  
Academy

# **Pupil mental health and wellbeing policy**

**Next Review Autumn 2026**

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Approved By: T&L

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### 1. Aims

At Lakelands Academy 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

## **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

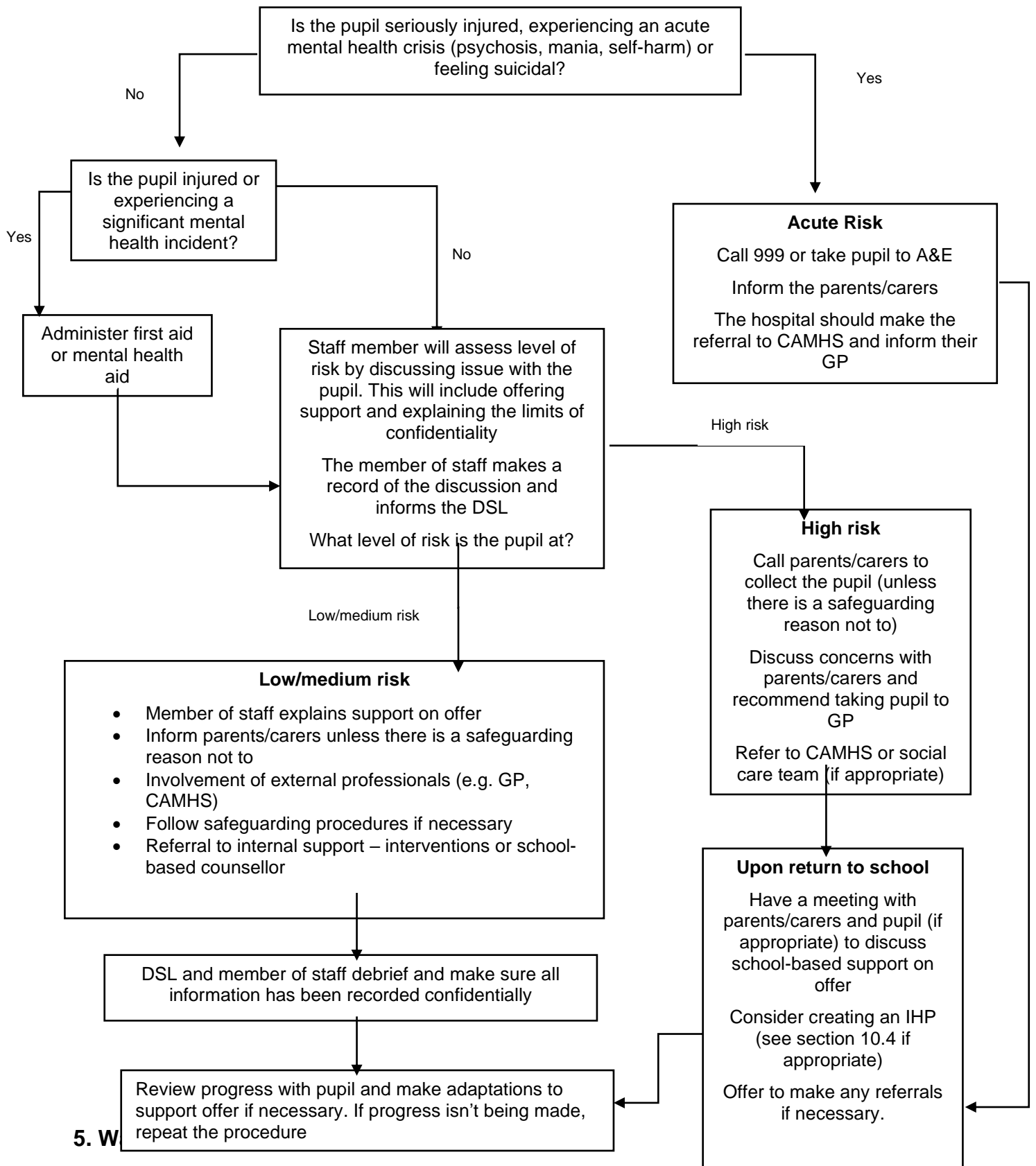
## **3. Roles and responsibilities**

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 a member of the safeguarding team.

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

- Mark Hignett – Headteacher/Designated Safeguarding Lead
- Kirstie Mansfield – Senior Deputy Designated Safeguarding Lead
- Karen Preece - Senior Mental Health Lead/Deputy Designated Safeguarding Lead/Youth Mental Health First Aider
- Rhiannon Jones – Deputy Designated Safeguarding Lead/PSHE Lead
- Jon Evans - Deputy Designated Safeguarding Lead
- Tim Purslow - Deputy Designated Safeguarding Lead
- Julie Metcalf - Deputy Designated Safeguarding Lead
- Andy Parkhurst - Pastoral lead/ Deputy Designated Safeguarding Lead
- Aimee Warren – SENDCo/Deputy Designated Safeguarding Lead
- Hannah Davie – Assistant Head of Year
- Kirsty Stephens – Assistant Head of Year/Youth Mental Health First Aider
- Gerard Pyburn – Deputy Headteacher/CPD lead

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



#### 5. W

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/Deputy DSL/Senior 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:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

## **7. Confidentiality**

Staff should be honest with regard to the issue of confidentiality. If it is necessary to pass concerns about a student on, then staff should discuss with the student:

- Who they are going to talk to
- What they are going to tell them
- Why they need to tell them

Staff should never share information about a student without first telling them. Ideally staff will receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. (Where there is a significant risk to the student, and not to share information might increase that risk).

It is always advisable to share disclosures with a colleague, usually the DSL or Mental Health Lead. This helps to safeguard staff members' own emotional wellbeing as they are no longer solely responsible for the student. It also ensures continuity of care should they be absent; and it provides an extra source of ideas and support. This should be explained to the student.

Parents must always be informed if there has been a disclosure of self-harm or suicidal ideation, though students may choose to tell their parents themselves, first. Staff should always give students the option of informing parents for them, or with them.

If a student gives staff reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL or a DDSL should be informed immediately.

## **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 assemblies, tutor time, PSHE and mental health awareness week
- Signposting all pupils to sources of online support on our school website
- 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
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through heads of year
- Making our wellbeing centre a safe space to discuss mental health and wellbeing

## **8.2 Assessing what further support is needed**

If a pupil is identified as having a mental health need, the pastoral team 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 are
- 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:

- Anger Management
- Lego Therapy
- No worries
- Counselling
- Art Therapy
- Understand and Preventing Self-Harm
- Healthy Lives Advisor
- School Nurse

## **8.4 Individual healthcare plans (IHPs)**

A pupil may be offered an individual healthcare plan (IHP) if they are causing concern or receive a diagnosis pertaining to their mental health.

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

The pupil's IHP can contain the following details:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the academy can play

## 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
- BeeU/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 Senior Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

## **12. Whole school approach to promoting mental health awareness**

### **12.1 Mental health is taught in PSHE**

The skills, knowledge and understanding needed by students to keep themselves and others physically and mentally healthy and safe are included as part of the developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

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

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 students safe.

Lakelands Academy will signpost staff who wish to learn more about mental health to sources of training. The [MindEd learning portal](#)<sup>1</sup> provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of the performance management process and additional CPD will be inputted during the year where it becomes appropriate due developing situations with one or more students.

Where the need to do so becomes evident, twilight training sessions will be held for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Gerard Pyburn our CPD Coordinator, who can also highlight sources of relevant training and support for individuals where needed.

The [Charlie Waller Memorial Trust](#) provides funded training to schools on a variety of topics related to mental health including twilight, half day and full day INSET sessions.

## 14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer external counselling (NOSS)

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<sup>1</sup> [www.minded.org.uk](http://www.minded.org.uk)

## **15. Monitoring arrangements**

This policy will be reviewed every 3 years as a minimum. At every review, the policy will be approved the governing body.