Alderman Jacobs School

Pupil Mental Health and Wellbeing Policy

1. Our Commitment

We are dedicated to supporting the mental health and wellbeing of our entire school community. Our goal is to foster an inclusive culture where pupils feel safe to speak about their experiences and where staff are equipped to identify and respond to early warning signs. We have developed a 3 tier Inclusion Framework comprised of 'Learning'. 'Safeguarding' and 'Wellbeing'. This policy aims to support children in Tier One (Universal support for all children), Tier 2 (targeted support and intervention) and Tier 3 (Specialist support and intervention).

This policy works alongside our **Safeguarding, SEND, Behaviour,** and **Anti-Bullying** policies.

2. Key Roles & Responsibilities

While all staff are responsible for promoting wellbeing, the following leads oversee specific areas:

- **Headteacher & Mental Health Lead:** Strategic oversight and whole-school approach.
- **Designated Safeguarding Lead (DSL):** Managing serious concerns and disclosures.
- **SENCO:** Coordinating graduated support and One Page Profiles.
- **Attendance officer, plus all school staff:** Liaison for parents and external signposting.

3. Spotting the Signs

Staff remain vigilant for changes in a pupil's behavior that may indicate a need for support, including:

- **Physical:** Changes in hygiene, rapid weight shifts, unexplained pain/nausea or self-inflicted injuries.
- **Emotional:** Persistent low mood, hopelessness or excessive anxiety.
- **Social:** Isolation from friends, secretive behavior or refusal to participate in PE.
- **Academic:** Sudden drops in attainment, poor attendance or lack of energy in lessons.

4. Managing Disclosures & Confidentiality

If a pupil discloses a mental health concern, our priority is their immediate safety.

- **Response:** Staff will remain calm, non-judgmental and focused on safety.
- **Reporting:** All disclosures are passed to the DSL and recorded in the pupil's confidential file using MyConcern.

- **No Secrets:** Staff cannot promise total secrecy. We explain to the pupil that we must share information with a professional (usually the DSL or SENCO) to get them the help they need.
- **Parental Involvement:** Parents/carers will be informed unless doing so poses a safeguarding risk to the child.

5. Our Support Framework

We use a *Graduated Response* to ensure every child gets the right level of care:

Level 1: Support for All (Universal)

- **Education:** Mental health awareness taught through PSHE and assemblies.
- **Environment:** Open-door culture, calm corners in all classrooms, emotion posters accessible to all, staff greet children on the playground at the start of the school day.
- **Voice:** Regular opportunities for pupils to provide feedback on school wellbeing.

Level 2: Targeted Internal Support

If a need is identified, the SENCO coordinates a Plan-Do-Review cycle, which may include:

- Nurture groups/ check-ins.
- Introduction of sensory breaks using sensory trays or designated sensory spaces within school.
- One Page Profiles: Formal documents detailing triggers, symptoms and emergency actions.

Level 3: External Referrals

When needs exceed school resources, we support families in accessing:

- MHST referral process.
- GPs, Paediatricians or CAMHS.
- Specialist charities (e.g., Mind, Kooth, Young Minds).

6. Working with Parents & Peers

- **Partnership:** We ask parents to keep us informed of any changes at home so we can provide holistic support. We aim to discuss concerns face-to-face.
- **Peer Support:** We recognise that supporting a friend can weigh heavily on a child. We provide guidance to pupils on how to help their peers safely without taking on too much responsibility themselves.

7. Staff Wellbeing

Supporting pupils can be emotionally demanding. The school provides staff with:

- Professional supervision and training.
- Access to an Employee Assistance Programme.
- A supportive environment where staff mental health is treated with equal importance.

Statutory/Non-Statutory							
Created		**Ratified**		**Review Frequency**	**Next Review Date**	**Signed by**	
By	**Date**	**By**	**Date**			**Head**	**Chair**
Zoe Scales	Spring 2026	LGC	16 March 2026	4 Years	Spring 2030		