



'Learning and growing in the love of God.'
(1 John 4:16)

Sledmere and Wetwang Federation

HEALTH AND WELLBEING POLICY – January 2026

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors January 2027

Vision

‘Learning and growing in the love of God’ (1 John 4:16)

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

In our school our Christian vision shapes all we do.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

Scope

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. It has been created in conjunction with diocesan guidance and the July 2025 updates to government guidance.

This policy should be read in conjunction with our medical policy in cases where a pupil’s mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of poor mental health and wellbeing.
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers.

The school meets its duties under the ‘SEND Code of Practice’ and ‘Keeping Children Safe In Education’ guidance specifically regarding the prevention of impairment to children's health.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Peter Richardson - Designated Child Protection / Safeguarding Officer
- Peter Richardson - Mental Health and Emotional Wellbeing Lead

Peter Richardson has the authority, capacity and support to influence and lead strategic change within the federation. The Mental Health Lead will engage with peer support networks to share good practice and access nationally available resources.

- Tracey Shier - Pastoral Lead
- Peter Richardson - CPD Lead
- Peter Richardson - Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Office staff or the Headteacher. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Peter Richardson - Mental Health Lead. Guidance about referring to CAMHS is provided in Appendix 1

Enabling Student Voice.

We have a whole-school approach to allow pupils to influence decisions regarding the mental health support and environment of the school. This is enabled through the School Council, Collective Worship Team and through PSHE.

Wellbeing questionnaires

We will distribute research-based wellbeing questionnaires with staff and pupils twice a year to gauge how they are feeling. We will use the Stirling Children's Well-being Scale for pupils and the Warwick-Edinburgh Mental Well-being Scale (WEMBS) for adults working in school. (The adult questionnaire will be anonymous.)

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- 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 school can play

Government targeted support toolkit

The government's targeted support toolkit, is used alongside questionnaires to help the federation review, refresh and develop support for learners.

Teaching about Mental Health and Wellbeing

- The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.
- The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.
- The federation will utilise the government's "mental wellbeing training module" specifically designed to support the teaching of the RSE and health education curriculum.
- We will follow the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.
- Leaders in the federation stay updated about curriculum and assessment aspects and use this to refine PSHE content accordingly.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Peter Richardson our Mental Health and Emotional Wellbeing Lead.

¹ Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

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 listen, rather than advice and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the pupil's confidential file on CPOMS. This written record should include:

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

This information should be shared with the mental health lead, Peter Richardson who will provide store the record appropriately and offer support and advice about next steps. See Appendix 1 for guidance about making a referral to CAMHS.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

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

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead, Peter Richardson, 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.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. We should always give pupils the option of us informing parents for them or with them. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

Working with Parents/ Carers

Where it is deemed appropriate to inform parents/ carers, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g., parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents/ Carers

Parents/ carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents/ carers can support positive mental health in their children through our regular information evenings.
- Keep parents/ carers informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- We share access to the [Education Hub](#), which provides direct links to organisations offering external mental health support.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g., signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

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 in order to enable them to keep pupils safe.
- We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.² We will commit to achieving the Education Staff Wellbeing Charter.
- Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.
- Where the need to do so becomes evident, we will host twilight training sessions 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 Peter Richardson our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.
- School leaders can access free, professional supervision funded by the DfE through the charity Education Support to help manage their own mental wellbeing.

² www.minded.org.uk

- Psychological first aid training is available to help staff support pupils during emergencies or crisis situation.

Policy Review

This policy will be reviewed annually. It is next due for review in January 2027.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Peter Richardson our mental health lead via phone 01377 236679 or email prichardson@sledmerewetwang.co.uk

This policy will always be immediately updated to reflect personnel changes.

Appendix 1

Referring to CAHMS

<https://www.smartsurvey.co.uk/s/EastRidingContactPoint/>

Further information for CAHMS - <http://camhs.humber.nhs.uk/contact/>

Appendix 2

The Department for Education (DfE) and the Office for Health Improvement and Disparities published guidance on the 8 principles of a whole school or college approach to mental health and wellbeing. These are:

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