



**The Blue Coat**  
School

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# MENTAL HEALTH AND WELLBEING POLICY

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## 1. Policy Overview

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with: SEND Policy, Relationships Policy, Anti-Bullying, Safeguarding Policy, RSE Policy and the Curriculum map for Wellbeing.

## 2. Aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

## 3. Policy Statement

At the Blue Coat, we put our faith and our hopes into bringing up our young people so that they become everything they can be and everything they are meant to be. This is our vision, our mission, and our purpose and it sits at the heart of every decision we make.

We want all of our young people to experience success - whatever that looks like for them. But, more importantly we want them to become happy and healthy young people and adults equipped to navigate life's challenges.

Our intention is to develop our young people holistically. We want them to be good people. Good friends, good neighbours, good parents and the people who will help shape and build the happy, orderly, caring and respectful communities of the future. We want them to be confident, resilient leaders who are able to recognise and are driven by compassion and empathy. We want them to have a sense of purpose.

Our aim is to ensure all of our young people feel connected with learning and with school so that they are motivated and inspired to do well. Through our relationships, we create a safe place for them to speak up if they need to so that every member of the school community has a voice. We empower young people to be able to recognise where there is difficulty, adversity or wrong going and give them the tools to speak up about it.

Through Faith, Vision and Nurture we seek to raise awareness of mental health amongst pupils and staff instilling a culture of staff and pupil welfare where everyone is aware of warning signs and they are supported in relation to looking after their wellbeing. 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
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in 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
- 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

**Through our pastoral support** we ensure pupils are able to develop social and emotional skills which promote positive mental well-being and mental health, in school and throughout life. Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

We encourage pupils to identify 'their person': someone they feel comfortable speaking to. For many, this will be their Form Tutor- someone they see twice a day, every day. The Safeguarding Leads are also very visible across the school.

**Through our curriculums**, we educate our young people about key issues and challenging factors to enable them to keep safe. Our Wellbeing curriculum covers all of the statutory content outlined in the RSE Statutory Framework. It covers the 5 strands of wellbeing: Families, Respectful Relationships, Intimate and Sexual Relationships, Online and Media and Being Safe and Healthy. We explore strategies for leading healthy lifestyles and those which promote positive mental health and wellbeing, resilience and mental toughness. Through the new mandatory health education curriculum, pupils are also taught:

- how to recognise the early signs of mental wellbeing concerns, including common types of mental ill health
- Challenge misconceptions around mental health
- Understand their own emotional state
- Where and how to seek support
- Develop healthy coping strategies
- Keep themselves safe
- Who they should speak to in school if they're worried about their own or someone else's mental wellbeing

It is regularly reviewed by the DHT for Curriculum, teachers of Wellbeing and DoLs so that it is not only compliant but also meets the needs of our pupils and local context.

**Through our wider opportunities**, pupils put the strategies for leading healthy lifestyles into practise. The school has a wide range of Extra and co-curricular which encourage pupils to stay active and be mindful. Opportunities such as DofE and trips develop their character and test their resilience. Every pupil is encouraged to attend.

## 4. The Graduated Response

We use a Graduated Response to promoting positive mental health and utilise Anna Freud's 5 step mental health and wellbeing framework as well as their self-assessment framework to evaluate and develop provision within school, including staff training.

## 5. Universal Offer

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, we create a positive atmosphere around mental health where there is an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

## 6. School Support

The school offers support to all pupils by:

- Daily access and pastoral support from their form tutor
- Pastoral Support from Director of Learning
- Wellbeing Curriculum
- Pastoral Curriculum
- Character Development Projects: Leadership Award, Outstanding Community Citizenship Award and DofE Award
- Circle Time and Form Reflection
- Assemblies on mental health and wellbeing and character development
- Meet and greet on the school gate
- SMSC- Mental Health Awareness Week
- Rewards policy and rewards system celebrating individual achievements
- Celebration Assemblies
- Leadership Opportunities such as JLT
- Extra-Curricular and Co-curricular opportunities
- Fellowship
- Student Council
- Pupil Voice

## 7. Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it. We 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

## 8. Selected Support

Where pupils require further support outside of the universal offer, we support them by:

- Extra-Curricular timetables
- Pastoral Drop In
- Team 7s
- TOG Mind
- Early Break
- Provision Cards
- Low level or group mentoring
- Additional Transition

- Wellbeing Questionnaires (Bee Well and Internal Questionnaires)

## 9. Targeted Support

- Referral to CAMHS
- Intense mentoring
- Risk Assessments

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health, as well as increasing understanding and awareness of common mental health issues. By developing and implementing practical, relevant and effective procedures we can promote a safe and stable environment for pupils affected by emotional health and mental wellbeing concerns.

## 10. Disclosures

### 10.1 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 the school's safeguarding policy and pass on all concerns to the DSL / DDSL via CPOMs and in person. All disclosures are recorded and stored in the pupil's confidential child protection file (CPOMs).

When making a record of a disclosure, where possible, staff will include:

- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff
- Linked students to other pupils involved.

### 10.2 Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret.

Staff should always share disclosures with at least one DSL/DDSL and via CPOMs. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern.

### 10.3 Working with Parents and Carers

We recognise that families play a key role in influencing children's emotional health and mental wellbeing, therefore it is vital that we work with parents/carers to promote positive wellbeing for them. We do this by signposting sources of support available within school and the local community: we will ensure this information contains services that are available to promote positive emotional wellbeing for all pupils, as well

as those for children experiencing mental ill health. This information will be delivered via Parents' Information Eve, Newsletters, the school website and specialist events such as Social Media evening.

The below links have an extensive directory of local agencies and organisations for staff, parents and carers:

[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

<https://www.oldham.gov.uk/hsc/services/send/>

[https://www.oldham.gov.uk/downloads/file/4710/supporting\\_young\\_minds\\_through\\_tough\\_times](https://www.oldham.gov.uk/downloads/file/4710/supporting_young_minds_through_tough_times)

## 11. Training

Training schedules will be responsive and lead by the needs of our context. This ensures that support matches the changing needs of the school as a whole and each cohort.

Annual Safeguarding Training will always remind staff of the importance of mental health and wellbeing and as a minimum, all staff have received training about recognising and responding to mental health. The training ensures staff:

- 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

Where there are local drives such as the Trauma Informed Schools, we will ensure staff are aware and where appropriate, have access to this. Key staff such as Safeguarding Leads, Learning Mentors and TAs access regular trauma training as well as wider training from the Oldham and Greater Manchester offer.

Staff have free and unlimited access to training modules on <https://www.minded.org.uk/> an online training resource which provides free training for school staff around emotional health and mental wellbeing.

Staff are also able to request relevant training as part of their Performance Management process.

## 12. Staff

We encourage staff as individuals to take responsibility for their own mental, physical and emotional wellbeing and promote an open and compassionate culture in which staff are supported in order that they may seek any help and support they need.

We create opportunities for staff to come together through termly staff fellowship and through our link structure we encourage staff to develop a culture of openness and sympathetic alertness where we remain mindful of any indication of changes in staff behaviour, performance or signs of being under stress.

There are opportunities for staff voice and feedback and staff consultative provides a termly space for this.

We are understanding of the differing needs of the staff, at different points and events during their life cycles, and offer support accordingly, if and when required. Where staff need more support, they have access to the Employee Assistance Programme for counselling and staff can also refer themselves to Occupational Health.

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously
- Open door policy for staff to speak to DSL for support
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

## 13. Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated safeguarding lead (DSL) /Deputy Designated Safeguarding Leads (DDSLs) in school.

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

- Headteacher: R Higgins
- Designated Safeguarding lead and Senior Mental Health Lead (DSL): V Thompson-Boyle
- Safeguarding Lead and Family Liaison Officer: R Ahmed and A Ryan
- Deputy Designated Safeguarding Lead (DDSLs): D Kelly, L Underwood, F McMahon, M Lockett, J Barnes
- SENDCO and Mental Health Lead: L Underwood

## 14 Cross References

- Safeguarding Policy