



BURBAGE GROVE ROAD SCHOOLS FEDERATION

PUPIL MENTAL HEALTH & WELLBEING POLICY 2025-2028

The governing board adopted this policy: 09.12.25

Chair of Governors:

Signed:

Date:

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1. Aims

1.1 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.

1.2 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.

It should be read alongside:

- SEND policy
- Behaviour policy

- Staff Mental Health and Wellbeing policy
- Anti-bullying policy
- Child protection and safeguarding policy

2. Legislation and guidance

2.1 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. Vision and values

3.1 Burbage Infant School vision:



Burbage Infant School Values:



Burbage Infant School's vision reflects the important role we serve at the beginning of children's education and our inclusive approach to our Church School role.

3.2 Burbage Junior School vision and values:



4. Roles and responsibilities

4.1 All staff are responsible for promoting positive mental health and wellbeing across our schools 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) or Senior Mental Health Lead.

Burbage Infant School:

- Designated Safeguarding Lead - Claire Barwell (Deputy Headteacher)
- Senior Mental Health Lead - Charlotte Dymont

Burbage Junior School:

- Designated Safeguarding Lead - Polly Melanaphy (Deputy Headteacher)
- Senior Mental Health Lead - Vicky Lucas

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

Burbage Infant School:

- Special educational needs co-ordinator (SENCo) - Philippa Jesson
- ELSA - Jane Jordan

Burbage Junior School:

- Special educational needs co-ordinator (SENCo) - Vicky Lucas
- Pastoral Lead - Kerrie Moore
- Thrive Practitioners - Kerrie Moore and Deb Dolman

5. Warning signs

5.1 All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

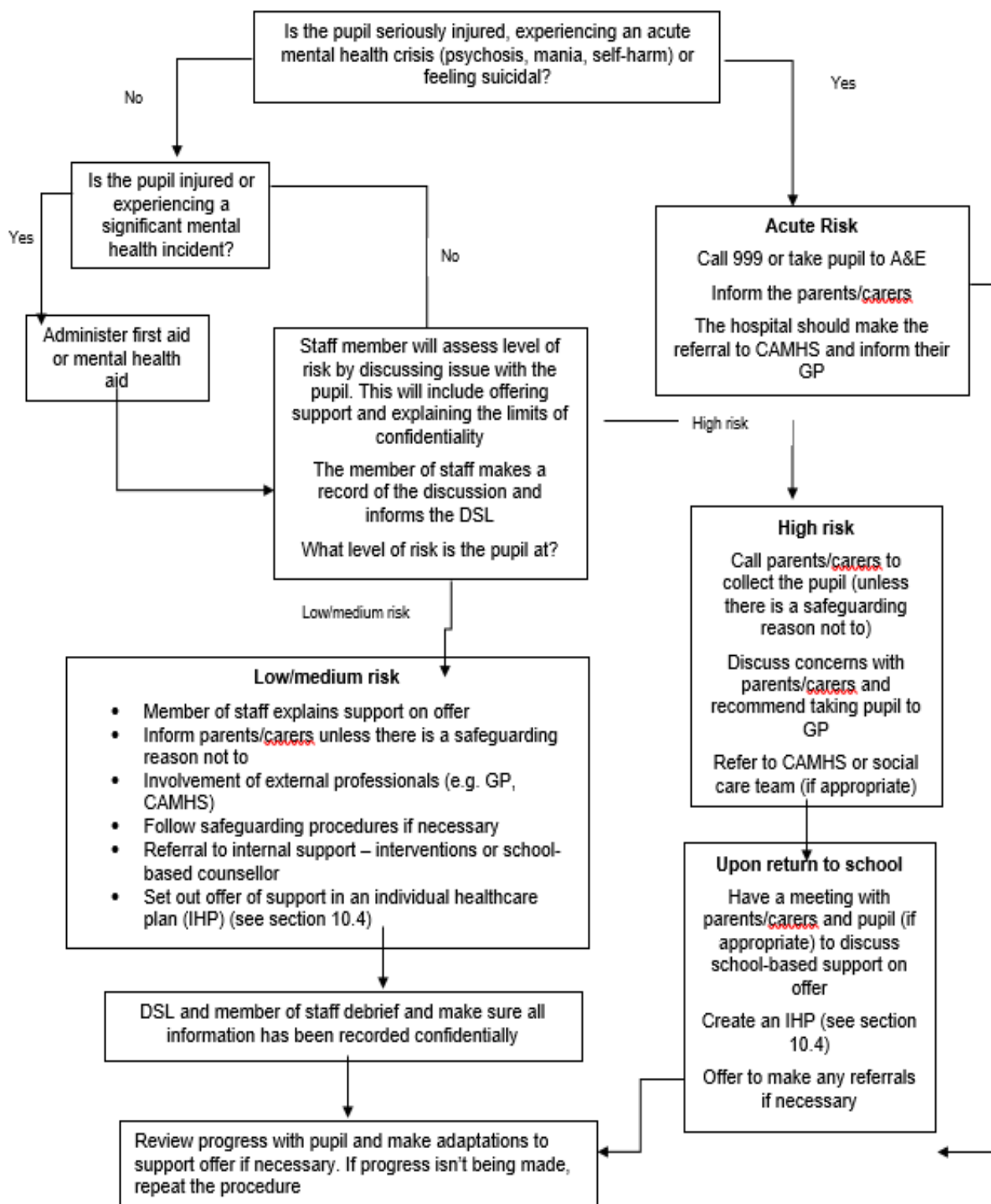
- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene;
- Social isolation;
- Poor attendance or punctuality;
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure;
- Abuse of drugs or alcohol;
- Rapid weight loss or gain;
- Secretive behaviour;
- Covering parts of the body that they wouldn't have previously;
- Refusing to participate in 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.

6. Managing disclosures

- 6.1 If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.
- 6.2 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.
- 6.3 Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded on CPOMS.
- 6.4 When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- 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

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



8. Confidentiality

- 8.1 Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.
- 8.2 A disclosure cannot be kept secret because:
- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing;
 - The support put in place for the pupil will be dependent on the member of staff being at school;
 - Other staff members can share ideas on how to best support the pupil in question.
- 8.4 Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.
- 8.5 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
- 8.6 Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.
- 8.7 Parents/carers will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

9. Process for managing confidentiality around disclosures

1. Pupil makes a disclosure.
2. Member of staff offers support.
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL/mental health lead.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why.
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff.
6. The DSL/mental health lead will inform the parent/carer (if appropriate).
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis.

10. Supporting pupils

10.1 **Baseline support for all pupils**

As part of our schools' commitment to promoting positive mental health and wellbeing for all pupils, our schools offer support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week;
- Daily emotions check-in available in all classrooms for children to identify how they are feeling and share this with the adults in class;
- Signposting all pupils, parents and carers 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;
- Monitoring pupils' mental health through assessments, eg. a strengths and difficulties questionnaire, Thrive assessments;
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing;
- Offering pastoral support, eg. ELSA (Burbage Infant School) or Thrive (Burbage Junior School);
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - daily emotional check-ins in classrooms
 - worry monsters or worry boxes.

Burbage Junior School is a Thrive school. The Thrive Approach is embedded across the whole school and underpins our ethos and practice. All staff are trained to use Thrive principles, enabling them to:

- understand how the brain develops and how this affects learning and behaviour;
- identify developmental needs through observation and assessment;
- respond in ways that build emotional resilience and secure attachments;
- plan and deliver targeted Thrive interventions for individuals and groups.

Thrive is not a stand-alone intervention but is woven into our curriculum, behaviour policy and safeguarding practice. It supports our teaching of PSHE (including Jigsaw) by providing a deeper relational framework, ensuring children not only learn about mental health but also experience nurturing relationships that support recovery, resilience, and growth. In this way, Thrive strengthens our whole-school approach to mental health by connecting everyday classroom practice with targeted therapeutic support.

- **Universal provision:** Thrive-informed practice in every classroom, whole-school focus on relationships, belonging, and wellbeing.
- **Targeted support:** Thrive assessments used to identify children with additional needs; personalised action plans developed and reviewed regularly.
- **Crisis support:** Clear procedures for responding to children in distress, linked to safeguarding policy.

10.2 **Assessing what further support is needed**

If a pupil is identified as having a mental health need, the Mental Health Lead, DSL and SENCO 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

10.3 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. Each school has a wellbeing pathway for four pillars of wellbeing. These include physical, mental, emotional, and social and are essential for supporting every pupil's success and growth. Together, these pillars guide school in creating a supportive environment where students can thrive academically, personally and socially. (Please see Appendix 1 and Appendix 2.)

10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) for the following reasons:

- **Ongoing or Diagnosed Mental Health Condition**
 - eg. anxiety disorder, depression, ADHD, autism with associated mental health needs, PTSD.
- **Impact on Daily Functioning**
 - Difficulties with attendance (school refusal, separation anxiety);
 - Problems regulating emotions that affect learning or relationships;
 - Safety concerns (self-harm, risk-taking behaviour).
- **Requirement for Medication or Specific Interventions**
 - Needing medication during the school day (eg. anxiety medication);
 - Crisis management strategies (who to call, how to respond if distressed).
- **Professional Involvement**
 - CAMHS (Child and Adolescent Mental Health Services) involvement;
 - Support from a GP, psychologist or counsellor.

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

The pupil's IHP will contain the following details:

- The mental health issue (and 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.

10.5 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:

- My Self-referral by their parent or carer (<https://www.myselfreferral-llr.nhs.uk/>);
- School Nurse (Health for Kids) support for managing worries and anxiety;
- Their GP or a paediatrician;
- CAMHS;
- Mental health charities (eg. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#));
- Local counselling services;
- If a child needs urgent medical support or are having plans to end their life and need urgent help call NHS 111 (option 2) or if it is an emergency call 999.

11. Supporting and collaborating with parents/carers

11.1 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 (eg. 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.

11.2 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 on CPOMS.

11.3 If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

12. Supporting peers

12.1 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.

12.2 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

13. Signposting

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

14. Whole-school approach to promoting mental health awareness

14.1 **Mental health is taught in PSHE**

Our school delivers the Jigsaw PSHE curriculum, which promotes positive mental health and wellbeing through a whole-school, progressive approach. Mental health is embedded across all year groups and taught explicitly through weekly lessons, supported by mindfulness practice.

Key features:

- **Mindfulness:** Every lesson begins with a calming activity to help children develop focus, emotional regulation and resilience;
- **Spiral curriculum:** Mental health themes are revisited each year in age-appropriate ways, ensuring continuity and depth;
- **Emotional literacy:** Children learn to recognise, name and manage a wide range of feelings;
- **Resilience and coping strategies:** Lessons teach practical skills for managing worries, stress, change, and transitions;
- **Relationships and belonging:** Units focus on empathy, inclusion, respect, and celebrating diversity, reducing stigma and supporting self-esteem;
- **Healthy lifestyle links:** Children explore the connection between physical health (sleep, exercise, relaxation) and mental wellbeing;
- **Help-seeking:** Pupils are encouraged to recognise when they need support and know who to approach in school and beyond.

Through Jigsaw, our pupils gain lifelong strategies to maintain positive mental health, contribute to a supportive school community and build resilience for future challenges.

For more information, see our PSHE curriculum.

14.2 **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

15. Training

- 15.1 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.

16. Support for staff

- 16.1 We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. Please see the staff mental health and wellbeing policy.

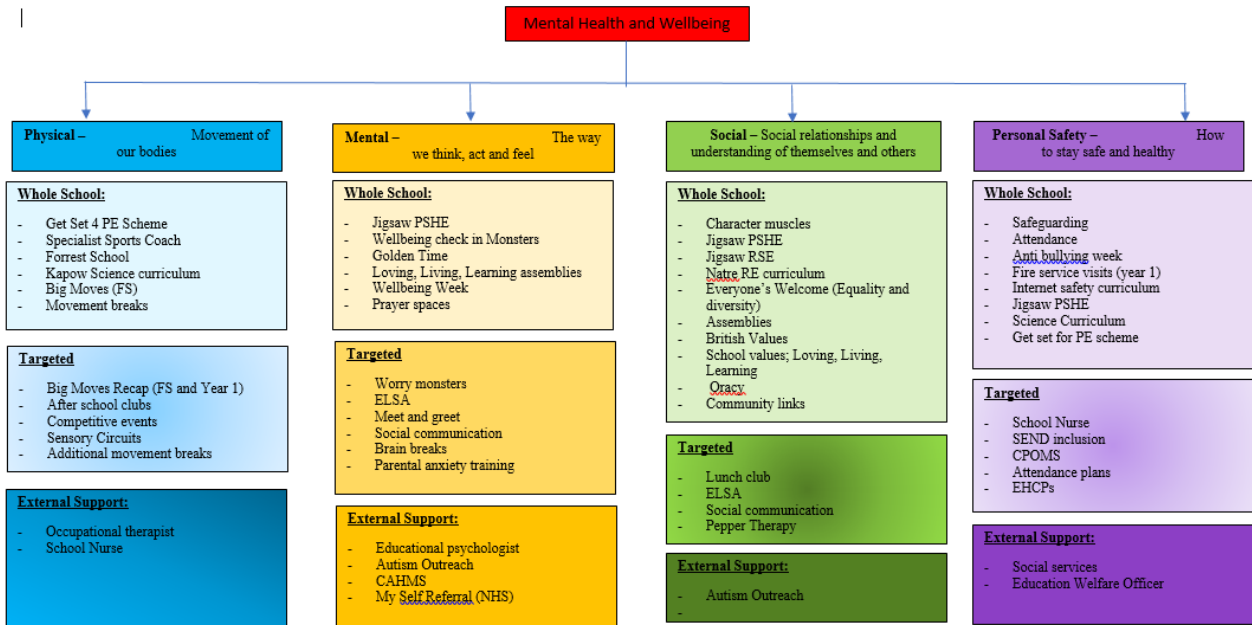
17. Monitoring arrangements

- 17.1 This policy will be reviewed by Mental Health Leads every three years. At every review, the policy will be approved by the governing body.

Appendix 1



Burbage Church of England Infant School Mental Health and Wellbeing Pathway: 2025 - 2026



Mental Health and Wellbeing Lead: Charlotte Dymant

Appendix 2



Burbage Junior – Mental Health and Wellbeing Overview 2025 - 2026

