



BREDON HILL ACADEMY

MENTAL HEALTH AND WELLBEING POLICY

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Policy statement:

At Bredon Hill Academy we understand and promote good mental health and emotional wellbeing, as these are the foundation stone for all health.

At Bredon Hill Academy we value diversity, and we are committed to promoting a Whole School Approach (WSA) driven by [5 Steps to Mental Health and Wellbeing | Anna Freud](#) and the eight principles set out by Public Health England [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#). We aim to help pupils become more resilient, be happy and successful and prevent problems before they arise. We are committed to working in a trauma informed way, in an inclusive, respectful and open environment.

Purpose of this Policy

This policy aims to ensure we take a WSA to mental health and wellbeing and sets out:

- How we aim to prevent mental health and wellbeing problems arising for pupils
- How we promote good mental health and wellbeing for pupils
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support pupils to access advice and support

This policy will operate in conjunction with the following policies:

- **Safeguarding policy**
- **Behaviour For Learning and Relationship Policy**
- **Attendance Policy**

Leadership & Management Roles and Responsibilities

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.

Good mental health and wellbeing is supported in school by the following staff roles and responsibilities.

Nominated Governor for Mental Health & Wellbeing

Responsible for creating a connection between the governing body and the wider school. The nominated governor will focus on supporting the school to embed its mental health and wellbeing provision across the entire school.

Training for governors will be regularly offered through the Worcestershire County Council Governor Services.

Headteacher

Has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. They will keep staff fully informed, trained and up to date and support working in a trauma informed way.

Senior Mental Health Lead:

This role leads and has oversight of the whole school approach and a trauma informed approach to promote positive mental health and wellbeing in the school community.

Special Educational Needs Coordinator (SENCO)

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENCO ensures that all adults working in the school understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary.

Designated Safeguarding Lead (DSL)

The DSL will provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit [Safeguarding children | Worcestershire County Council](#)

All Staff

Some pupils will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. It is important that all staff work in a trauma informed way.

All staff will understand about possible risk factors that might make some children more likely to experience problems.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect pupils from adversity, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here [Mental health information : Mentally Healthy Schools](#)

Any member of staff concerned about a pupil will take this seriously and raise with the Designated Safeguarding Lead. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

Staff development

Staff development to support their own wellbeing and that of pupils.

Staff trained includes:

- 1 trained staff member as Senior Mental Health Lead
- Staff members trained as Mental Health First Aider
- 1 trained member of staff is a Trauma Informed Practitioner
- 1 trained member of staff is Thrive trained
- All staff; Safeguarding training

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post. For more information please visit [DfE assured senior mental health lead training courses \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644242/assured-senior-mental-health-lead-training-courses.pdf)

Additional training for key staff will include:

- Trauma Informed Attachment <https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-school/virtual-school-training-and-bespoke-packages-schools>
- Child bereavement
 - [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](https://www.winstonswish.org/)
- Suicide prevention training by Papyrus [What we offer | Papyrus \(papyrus-uk.org\)](https://www.papyrus-uk.org/) and from Mind <https://www.mind.org.uk/training/awareness-workshops/suicide-awareness/>

Supporting Pupils' Positive Mental Health

At Bredon Hill Academy we believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil's voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3 support sections:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

Universal Support

Ethos and environment	<p>Trauma Informed Approach school</p> <p>Inclusion Quality Mark School – In the process of applying</p>	
Curriculum: teaching and learning	<p>Curriculum teaching and learning to promote resilience and support social and emotional learning, including physical activity</p>	<p>A comprehensive PSHE curriculum.</p>
School strategies	<p>Additional programmes or interventions to prevent mental health issues arising:</p> <p>Pastoral Team</p> <p>Trauma informed School with TIS Lead Practitioner.</p> <p>Wellbeing Gardens.</p> <p>Health & Wellbeing support offered to both parents/carers and pupils through school website.</p> <p>School Counsellor.</p> <p>Thrive Practitioner</p> <p>Extensive extra-curricular offer to all pupils.</p> <p>The Hub</p> <p>Extensive SEND department</p> <p>Rigorous Assembly programme (values led).</p> <p>Robust Tutor Programme.</p>	

In school support

Identifying need and Early Help support options

At Bredon Hill Academy, we take the following steps when there are concerns about a child or young person's emotional or mental health:

1. Discuss concerns with parents/carers
2. Triage pupils with Mental Health concerns through weekly Pastoral Team meetings.
3. Consider which early intervention school strategies would be the most appropriate for the child or young person. These may include:
 - a. 1:1 Thrive support
 - b. Group Thrive support
 - c. Early Birds
 - d. Soaring Sevens
 - e. Trauma Informed Support
 - f. Lego Club
 - g. Lunch clubs
 - h. SAND therapy
 - i. Empathy drawing
 - j. Targeted clubs
 - k. Support from in school counselling service
 - l. Health & Wellbeing support through website
 - m. Kooth
 - n. Lumi Nova

In some cases, a pupil's social emotional mental health needs may require in school assessment and support or referral to a primary care or specialist service, see below.

Our school will use the mental health route map of support listed here: [Mental Health Route Map \(worcestershire.gov.uk\)](https://www.worcestershire.gov.uk/mental-health-route-map)

[Social, emotional and mental health | Worcestershire County Council](https://www.worcestershire.gov.uk/social-emotional-mental-health)

Specialist Support

Identifying need and additional specialist support

If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support maybe needed the school will explore support from outside agencies, this may include:

- a. Referral to a Public Health Nurse (School Nurse).
- b. Referral to other Early Help support

Guidance on accessing these services can be found here [Professionals' Toolkit | Worcestershire County Council](https://www.worcestershire.gov.uk/professionals-toolkit) in

	<p>c. Referral to Melo</p> <p>Finally, the school may advise further support which could include:</p> <ul style="list-style-type: none"> d. The parents/carers arranging a GP appointment e. A referral directly to CAMHS f. A referral to an Educational or Child Psychologist 	<p>the health referrals toolkit.</p>
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Suicide Prevention and Attempts

Schools are referred to the WCC guidance on suggested action to take in the attempt of a suspected suicide. Please see [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). Below you can access the Guidance for Educational settings following the death of a child or staff member:



WCF Guidance for Educational Setting:

Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, mental and emotional mental health and wellbeing of their children, and in particular with protecting and supporting their children's mental health.

As a school we recognise that a child's mental health will be affected by their parents and carers mental health, and so we are committed to provide updated information on what services parents and carers can access to keep themselves well.

Some signposting options for parents and carers are listed below and will be included on the school website.

- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Information about support for parents and carers | Worcestershire County Council](#)
- [Am I a carer? | Worcestershire Association of Carers \(carersworcs.org.uk\)](#)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)

Supporting Staff's Positive Mental Health

At Bredon Hill Academy we are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

At Bredon Hill Academy we know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional mental and emotional support. We take the view that positive mental health and wellbeing is everybody's business and that we all have a role to play.

We will ensure that staff are aware of what support is available within our school and how to access further support.

The school will support Early Careers Teachers to ensure they develop the understanding and skills needed to develop their own good mental health and that of the pupils.

Links to other policies are:

- Workplace Stress document
- Sickness Absence Management policy and procedure
- Grievance Resolution policy
- Disciplinary policy and procedure
- Recruitment and Selection policy

Practical strategies we will use in school to promote good staff wellbeing will include:

- Encouraging a healthy workload and work life balance where teachers receive at least 10% PPA and where only one after school meeting is scheduled per week.
- Making staff recognition and praise an integral part of our school's culture.
- Creating a sense of belonging to the school
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support such DfE 'The Education Staff Wellbeing Charter' please see link below.

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

- Encouraging staff to adopt a collaborative approach to supporting each other both within and across subject departments.
- Personalised staff induction with follow up meeting.
- Virtual Parents' Evenings.
- Staff have access to the Education Mutual Wellbeing Package where they can access a range of support services for free.

Monitoring and Audit:

This policy will be monitored by the Senior Mental Health Lead each academic year.

This policy will be audited annually and shared with the reviewing governing body committee at the time of the policy review.

See [Appendix 2](#) for Audit template

Review:

This policy will be reviewed by the Senior Mental Health Lead on an annual basis.

Useful links section:

[Work Well Live Better | Worcestershire County Council](#)

It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

[Resource hub: Mentally Healthy Schools](#)

A calendar of curriculum themes and occasions linked to mental health for the 2024 autumn term, with activity ideas and free resources for each theme.

[Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person](#)

Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a student population

[Senior mental health lead training - GOV.UK \(\[www.gov.uk\]\(http://www.gov.uk\)\)](#)

Apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

[Ten ways to support school staff wellbeing | Anna Freud](#)

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

[Mental Health Route Map \(\[worcestershire.gov.uk\]\(http://worcestershire.gov.uk\)\)](#)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

[Professionals' Toolkit | Worcestershire County Council](#)

Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.

[Social, emotional and mental health | Worcestershire County Council](#)

- Trauma informed approach
- Anxiety
- Self harm

[Parent carer engagement toolkit | Worcestershire County Council](#)

Evidence based teaching resources for promoting good mental health:

Programme name	Type of approach
PATHs	Full year teaching programme for YR to Y6 30–55 sessions per school year, 20–30 minutes duration
Zippy's Friends	Full year teaching programme YR to Y6 (or Y7) printed or online resources
FUN Friends/Friends for LIFE	KS2: 10 x 1-hour sessions e.g. 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
my HappyMind	EYs to Y6 plus Y7 transition programme 25 lessons per year group.
Resilience in Children Positive Psychology Center	The Penn resilience programme for middle school pupils
QUT Resourceful Adolescent Program - RAP-A - For Adolescents	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
Parenting programme Home - Triple P UK Ltd	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

Appendix 1

MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS

WHAT IS AVAILABLE IN WORCESTERSHIRE

UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricians
- Family Front Door
- AP Directory

SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)

Appendix 2

Audit checklist

Leadership And Management That Supports And Champions Efforts To Promote Wellbeing	R	A	G
There is a Senior Designated Mental Health Lead (SDMHL) who has a clear understanding about their role.			
The SDMHL, Safeguarding Lead, SEND Lead and Pastoral Lead are aware of the mental health providers and specialist services that can support the school and feel confident to refer and/ or signpost appropriately according to need.			
The Senior Leadership Team (SLT) model and promote the importance of looking after staff health and wellbeing.			
Leaders use local data so that everyone clearly understands the community in which their pupils are growing up.			
There is a shared understanding as part of the whole school community approach of what is meant by the term 'mental health'.			
School Leaders understand links between current practises and how they can be used to create a joined up approach to MHWB			
There is a Mental Health and Wellbeing Policy that has been developed in consultation with the whole school community.			
All school staff have a clear understanding of how the whole school approach to mental health and wellbeing is part of a safeguarding curriculum.			
Effective pathways are in place to share, report, refer and monitor mental health concerns of pupils, parents/carers and staff.			
Additional services in the local community e.g. voluntary sector are used to offer wider support to children, young people and their families.			
Mental health and wellbeing priorities, goals and aims are clearly referenced. For example, the school improvement plan, safeguarding plan, school curriculum policy, a school charter, the school website and prospectus.			
There is a named school governor who clearly supports policy development and outcomes for mental health and who champion wellbeing.			
Support and training for school governors is available to enable them to champion and fully understand their role.			

A School Ethos And Environment That Champions Positive Mental Health	R	A	G
School provides a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy; reduces the threat of bullying; dismantles racism, stereotypes, stigma & discrimination and promotes positive behaviours.			
School promotes consistent messages about the importance of looking after your mental health in ways that are relevant to pupils. These also include identifying and challenging the stigma that surrounds mental health.			
School understands the importance of 'belonging' to support mental health and wellbeing. Therefore effective systems are in place that build a sense of acceptance, equality and inclusion including LGBTQ+ and BAME pupils			
School promotes the importance of a balanced diet and how this can impact on the way pupils feel. It addresses the food choices available in school and looks at the eating environment which is provided. This could be through a school's healthy eating policy.			
School promotes the importance of physical activity and ensures pupils understand the connections with mental health and wellbeing.			
School promotes the importance of respecting each other and provides opportunities to build positive, healthy relationships.			
School ensures that any external visitors adhere to the whole school approach and external Visitors' Policy to ensure that messages are consistent and safe, such as applying equality and diversity principles and ensuring the impact of visitors is positive on the school community.			
All staff understand the importance of developing positive relationships with pupils and parents/carers and can share examples of how they might do this.			
The school promotes the importance of reducing stress wherever possible and staff understand de-escalation strategies that can be used to support a safer environment.			
The school promotes student voice, student responsibility and peer support as part of a systematic and integrated approach including the voice of LGBTQ+ and BAME pupils.			

All pupils, parents/carers are aware of the systems of support they can access in school and in the wider community to support their MHWB. These are regularly shared, displayed and updated in consultation.			
Effective systems are in place to make visitors, pupils, parents/carers feel welcome in school.			

Curriculum Teaching And Learning	R	A	G
The PSHE programme supports pupils to know how to keep physically and mentally healthy, how to manage risks and how to make informed choices.			
The PSHE programme is given discrete time and covers the statutory requirements. The knowledge and skills for developing good mental health are mapped and reinforced across the curriculum where appropriate.			
The PSHE programme and the wider curriculum focus on the importance of emotional literacy and personal resilience to support wellbeing.			
The whole school community has a clear understanding of what is meant by the 'Five Ways to Wellbeing' and how this links to self-care: Connect with other people; Be physically active; Learn new skills; Give to others; Mindfulness.			
Pupils and staff understand the signs of being emotionally/mentally unwell and know where to go, how to ask for help and how to support others.			
The PSHE programme is well matched to pupils' needs, learning styles, age and stage, and includes differentiation and targeted work for vulnerable pupils and those with additional needs.			
Pupils are involved in the evaluation of the PSHE programme to check that the content is relevant and engaging.			
Resources used to teach PSHE are quality-assured, age-appropriate, relevant, inclusive and up-to-date.			
The school curriculum extends beyond the academic, technical or vocational. It provides for pupils' broader development, enabling them to develop and discover their interests and talents.			

PSHE Lessons are always taught in a 'Safe Learning Environment' and include preparation of content, ground rules, distancing techniques and support for children who may experience any triggers or uncomfortable feelings etc.			
There is effective assessment of learning in PSHE whereby both teachers and pupils know that what has been taught has been learnt, and that learning is progressing.			
Pupils understand how what they have been taught in PSHE is relevant and can be applied to the world in which they are growing up.			

Student Voice	R	A	G
There are structures in place so that all pupils can be involved in decision making and have opportunities for their voices to be heard within the school and the wider community.			
All pupils, including LGBTQ+ and BAME, are involved in the development of the school Mental Health and Wellbeing Policy.			
All pupils, including LGBTQ+ and BAME, are consulted regularly around the content and impact of the PSHE curriculum.			
All pupils, including LGBTQ+ and BAME, are given the opportunity to shape the way mental health services work in school.			
All pupils, including LGBTQ+ and BAME, are given the opportunity to organise wellbeing events to help raise awareness within the school and community.			
All pupils, including LGBTQ+ and BAME, are given the opportunity to identify the barriers associated with asking for help/support and to contribute to helping to reduce the stigma that surrounds it.			
All pupils, including LGBTQ+ and BAME, know that what they say is valued, listened to and considered.			
All pupils are given training opportunities to deliver peer to peer learning and support.			

All pupils, including LGBTQ+ and BAME, are involved in helping others to find out what specialist/support services exist and what they actually do so they become more 'normalised' and understood.			
Effective communication is in place so that it is made clear to pupils what the school's mental health and wellbeing priorities, aim and goals are.			
All pupils report that they feel safe in school and know who to go to if they need support.			

Professional Development And Staff Health And Wellbeing	R	A	G
Staff wellbeing is treated as important and as a priority.			
Staff feel a sense of belonging at the school and feel appreciated and supported including LGBTQ+ and BAME.			
School promotes an ethos where staff can ask for help if they need it without judgement.			
The school has systems in place to monitor staff health and wellbeing and clear pathways to staff support which are understood by everyone.			
The school consistently works towards reducing the stressors that affect staff MHWB and promotes the importance of building resilience.			
All staff are aware of and encouraged to participate in activities that foster good mental health based on sound evidence of their impact, for example the Five Ways to Wellbeing: Connect with other people; Be physically active; Learn new skills; Give to others; Mindfulness..			
Peer support/supervision and/or reflective practice are promoted to ensure that staff wellbeing is looked after.			
Workload is regularly reviewed.			
Staff successes are regularly acknowledged and celebrated.			

All staff access a range of training, underpinned by evidence. This increases their understanding of mental health which enables them to promote wellbeing with pupils; equips them with the skills to support good mental health by mobilising protective factors; supports them to identify pupils at risk of poor mental health.			
All NQTs and new staff complete an induction programme which ensures they have the understanding and skills expected of all staff in the school with regards to MHWB.			
All staff have received training to understand how Attachment, SEND, ACES (Adverse Childhood Experiences) can impact on MHWB.			

Identifying Need And Monitoring Impact	R	A	G
Regional and local data and the local school health profile is accessed to analyse and identify the needs of children and families and relevant interventions from the school's perspective. Changes in student patterns of attainment, attendance or behaviour are noted and acted upon.			
Validated tools are used to assess pupils' MHWB and staff understand how to use the tools and results. They understand how to identify those who need help or extra support and how to implement (or signpost to) effective interventions or targeted support.			
MHWB resources or interventions are evidence based and have clear outcomes from which the impact and effectiveness of the intervention can be measured and evaluated. This then informs future planning.			
The views of pupils, parents, staff and relevant stakeholders are captured to inform the review of MHWB and the impact of interventions.			
The school has a joined up approach to measuring impact and has demonstrated impact from specialist services as well as school-based services.			

Parents And Carers	R	A	G
The school's environment is a welcoming and caring place for all parents/carers in school.			
Parents/carers are aware of the school's Mental Health Policy and have had the opportunity to be involved in the consultation process.			
Parents/carers know what support is available via the school, how to access it, and what is available in the community and nationally.			
Parents/carers are given information regarding how the school provides an effective MHWB programme and how to support this beyond the classroom.			
All parents/carers are provided with regular opportunities to give their views on mental health provision in school.			
The school offers parent/carer participation and training as part of a whole school programme and recognises that all parents/carers are different, including LGBTQ+ and BAME, who may want to engage in school activities in various ways.			
The school works with services such as Mental Health Support Teams (WEST) and local Wellbeing and Emotional Support services to proactively support families experiencing mental health issues.			

Targeted Support	R	A	G
The school understands what they can do (on their own and working with partners) to help build good mental health and resilience, and to reduce the risks that can harm children's mental health.			
A variety of physical activity and relaxation activities that improve wellbeing are on offer during the school day.			
The school supports pupils who may be facing multiple and ongoing risks which undermine their mental health, through a combination of school-based and broader external support.			
The school works in partnership with the appropriate services to help the small number of pupils who are unwell and their families to access good quality appropriate mental health support.			
The school works closely with services to support pupils who are receiving interventions/treatment and plan for ongoing support once interventions/treatment finishes.			
All school staff understand the many risk factors that may challenge and undermine children's mental health and also understand protective factors.			
School staff can recognise basic warning signs that a student might need support and know how to report any concerns.			
There are clear internal referral procedures, understood by all staff, to ensure timely and appropriate support is obtained and accessed for pupils in need.			
Pupils and parents/carers understand the pastoral and self-referral arrangements within the school.			
All pupils are aware of the range of support available from school, locally and nationally, including confidential helplines/websites and have access to free information and self-help resources in relation to mental health.			