

Pupil mental health and wellbeing policy

Kingsmead School



Approved by:	Thomas Truby	Date: 09.09.26
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1. Aims

At Kingsmead School, 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. 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 This policy was written in consultation with the safeguarding and wellbeing team.

It should be read alongside:

- Staff wellbeing guidance
- JTMAT Safeguarding policy
- Safeguarding procedure
- Anti-bullying strategies
- Online safety procedure

- SEND policy
- Child on child abuse guidance

2. Legislation and guidance

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. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our 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 mental health lead.

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

- Designated safeguarding lead (DSL)- Mr Thomas Truby
- Special educational needs co-ordinator (SENCO)- Miss Nicole Bannister
- Mental health lead- Mr Thomas Truby
- Attendance lead- Mr Tom Truby
- Progress leads:

Joseph Taylor

Paul Laird

Tracy Milner

Gemma Taylor

Chloe Hinton

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4. Guidance and Legislation for Schools 2026

Keeping Children, Safe in Education 2026 now specifically states 'mental health' as an explicitly Named Condition. Part One now explicitly highlights issues like **suicidal ideation, eating disorders, and self-harm.**

- KCSIE 2026 also states that schools should provide support (universal services and community-based early help) before statutory intervention for Mental Health needs
- All staff should be aware that mental health problems can develop into safeguarding concerns. The guidance stresses that only appropriately trained professionals should attempt to diagnose mental health problems, but that education staff play an important role in recognising the warning signs and identifying children who may be struggling with their mental health. Schools and colleges should make sure that any mental health support or interventions they offer are evidenced as safe, effective and appropriate for the need and phase of education.
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- **Linked to Abuse:** Mental health concerns are formally tied to potential risks of abuse, neglect, or exploitation.
- **Gender-Questioning & Parents:** The update addresses needs regarding gender-questioning children and mandates Designated Safeguarding Leads (DSLs) to weigh informing parents about mental health support

5. Procedures to follow in a case of acute mental health crisis

Mental Health

Checklist/ guidance	Referral/ support suggestions
<ul style="list-style-type: none">✓ If self-harm is frequent, RA to be put in place, parents to be informed/ agree✓ Remind parents to take their child to A&E if they feel like their child is at risk	<ul style="list-style-type: none">✓ MHST- low level, LJS to consult✓ CAMHS-higher level✓ Stay well-medium level✓ Wellbeing hub✓ Alumina- online <p>Sandbox- low level, online</p>

Risk assessment questions:

- ✓ Does the student feel safe enough to use sharps?
- ✓ Does the equipment need to be counted in and out by a member of staff?
- ✓ Do parents agree/disagree with the student using sharps?

- ✓ Are parents happy for the student to go to the toilet unsupervised during lesson time?
- ✓ If there are changes in mood, what member of staff should the student go to? What location?
- ✓ Is the student and parents happy for them to leave the lesson unsupervised to go to the named member of staff?
- ✓ If the student attempts to self-harm in school, what will the procedure be? (e.g., parents called to collect student immediately)
- ✓ What other support could the student be given e.g., time out pass?

Agency	Referral link	Letter link
Mental health hub	Referral form	Mental Health Support Team letter.docx
Staywell	Referral – Stay Well CYP Stay Well Children & Young People Support	Staywell letter.docx
Sandbox	The Sandbox Sign-up	
Alumina	Alumina Selfharm	

Mental Health Hub referral process

1. Young Person identified as struggling with low intensity mental health concern (anxiety, low mood, worry, panic for example)
2. Young person is discussed at consultation between EMHP's and Kingsmead staff and talk through potential referrals and the referral is either accepted or signposted to an alternative service ([consultation form.docx](#))
3. Consent gained from parent(s) and young person before referral form completed and sent to MHST ([Referral form](#))
4. Referral discussed in weekly MHST team meeting
5. Referral accepted for assessment/ further information required/ declined as unsuitable
6. If accepted for assessment- MHST will arrange assessment with family and school if appropriate
7. If referral requires further information, MHST will liaise with school/family/other agencies as appropriate and if considered suitable, the referral will be signposted. Correspondence is sent to parent/carers, schools and GP.

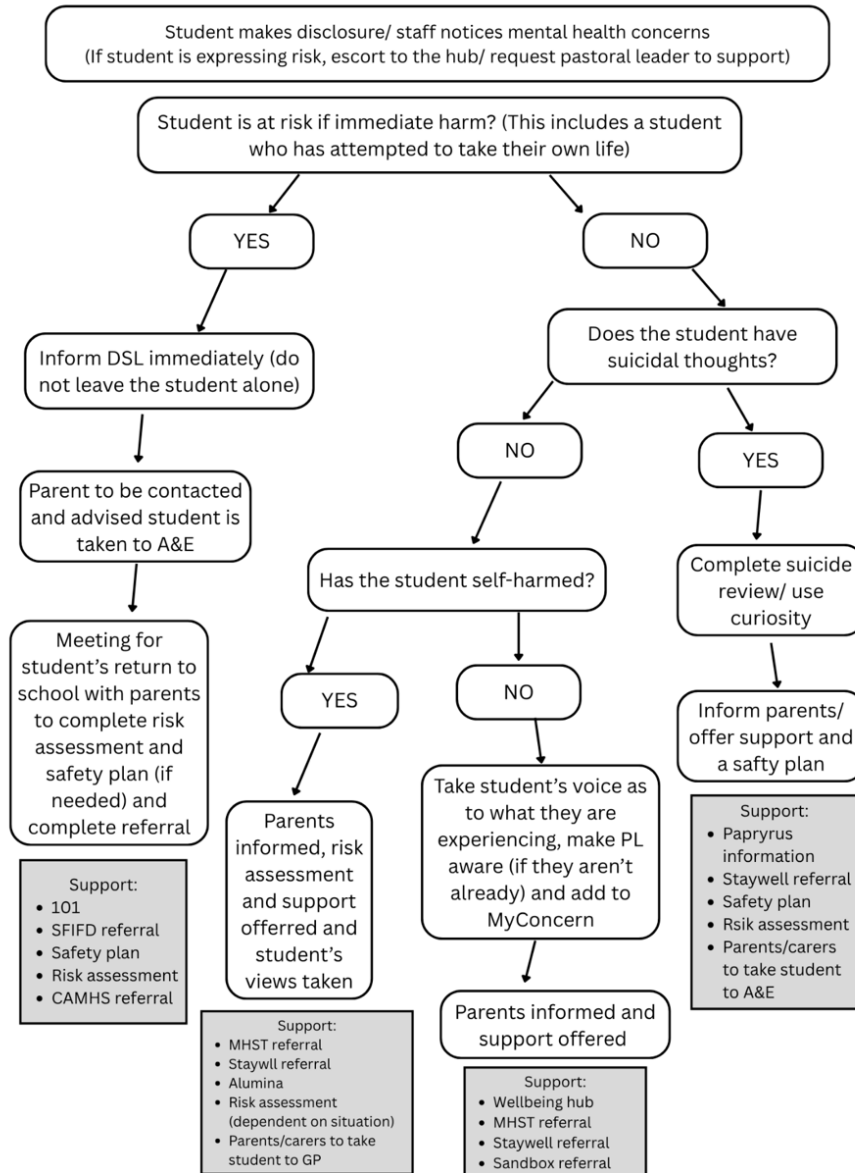
Thoughts—Plans—Intentions—Action

[draft postvention protocol Staffs and Stoke 1 page \(1\).pdf](#)

[I'm feeling suicidal | Papyrus](#)

MIND- Mention, Investigate, Non-judgement, De-escalate	
<p><u>Mention</u></p> <ul style="list-style-type: none"> ○ “I’ve noticed [behaviour/actions] and I’m concerned. Are you having suicidal thoughts?” ○ “When you say [whatever phrase they used], are you talking about suicide?” ○ “Do you want to end your own life?” 	<p><u>Investigate</u></p> <ul style="list-style-type: none"> ➤ “Have you thought about how you might do this?” ➤ “Have you had any intention of acting on these thoughts of killing your-self?” ➤ “Do you intend to carry out this plan?” ➤ “Have you decided when you will carry out this plan?”
<p><u>Non-judgement</u></p> <ul style="list-style-type: none"> ▪ “Thank you for being so honest” ▪ “I’d like to understand how you’re feeling” ▪ “Thank you for sharing that with me” ▪ “I’d like to try to get the right support for you” 	<p><u>De-escalate</u></p> <ul style="list-style-type: none"> ✓ Calm- Stay calm and do not over-react. Encourage the young person to ground using breathing exercises. “Do you feel that you are able to keep yourself safe?” ✓ Containment- Normalising the abnormal. Encourage the young person to give you as much information as they feel comfortable to give. Work through a Safety Plan with the young person. “I know it can be difficult to talk about this, but I’m pleased you’ve shared it with me and now I want to make sure you get the right support.” ✓ Collaborate- Ask the young person who at home they would like you to contact—offer choices. Offer to go to the safeguarding team at school with them. Collaborate with relevant agencies/people. “Does anyone else know how you are feeling?”

Mental health concerns



6. Warning

All staff will be lookout for pupil's mental deteriorating. warning signs

Changes in:

- Mood or
- Eating or patterns
- Attitude in academic
- Level of hygiene
- Social
- Poor 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 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

signs

on the signs that a health is Some include:

energy level

sleeping

lessons or attainment

personal

isolation

attendance

7. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, nonjudgmental 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 our school's safeguarding procedure and pass on all concerns to the DSL. All disclosures are recorded and stored on myconcern.

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

8. Confidentiality

Staff will 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 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

Staff should always share disclosures in line with the safeguarding procedure. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Parents/carers will be informed unless there is a child protection concern. In this case the safeguarding procedure will be followed.

8.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the safeguarding team
3. Member of staff will record the disclosure on My Concern and share the information with the safeguarding team, in line with the safeguarding procedure. Any immediate risks of harm must be reported immediately to the DSL.
4. A member of the safeguarding or wellbeing team will inform the parent/carer (if appropriate).
5. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

9. Supporting pupils

9.1 Baseline support for all pupils

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

- Raising awareness of mental health during assemblies, tutor time, PSHE and mental health awareness week
- Signposting all pupils to sources of online support on the blended learning platform
- 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
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. progress leaders and wellbeing hub

9.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the safeguarding/ wellbeing team 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

9.3 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. The support offered at our school includes:

- Kings mentoring (one to one and group support)

Our two full-time wellbeing mentors run a referral system where students are referred for mental health/wellbeing needs. These cases are triaged and group or one to one mentoring is implemented depending upon the need and circumstance.

- Diversity Inc
- Shield and Shelter (SAS)
- Girls on Board
- Young Carers Group
- Reflection and reparation

9.4 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:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Action for Children
- Mental Health Support Team
- Staffordshire Talking Therapies

9.5 Supporting and collaborating with parents/carers

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 (e.g. parent/carer forums)

10. Signposting

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 wellbeing team will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available. Mental health support sources will also be available on the Blended Learning Platform.

11. Whole school approach to promoting mental health awareness

11.1 Mental health is taught in Personal development

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our personal development link on the blended learning platform.

11.2 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

12. Training

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

13. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

14. Monitoring arrangements

This policy will be reviewed by the safeguarding/ wellbeing team annually. At every review, the policy will be approved by DSL.

15. Further information and sources of support about mental health

Staffordshire Mental Health Helpline - a confidential emotional support helpline run by Brighter Futures, offering a safe place to talk if you're feeling worried, stressed or low, or if you're concerned about someone else.

- Call: 0808 800 2234 (Weekdays 6pm - 2am. Weekends 2pm to 2am).
- Text: 0786 002 2821
- Email: Staffordshire.helpline@brighter-futures.org.uk
- Online chat: www.brighter-futures.org.uk

Staffordshire Families Integrated Front Door

0300 111 8033

If you are concerned a child's mental health has caused them significant harm or they are at risk of significant harm then please call SFIFD to report.

Samaritans - a confidential crisis support helpline, 24 hours a day.

- Call: 116 123

NHS 111 - talk to a trained nurse for help and support 24 hours a day

- Call: 111

Child and Adolescent Mental Health Services (CAMHS) - support for young people experiencing emotional, behavioural or mental health difficulties

- South Staffordshire (covers Stafford, Stone, Rugeley, Cannock, South Staffs, Lichfield, Burton, Uttoxeter, Tamworth)
- Call: 0808 196 3002 (9am to 5pm Monday - Friday).

Mind North Staffordshire - Counselling, parent support and advice.

- Phone: 01782 262 100
- Email: reception@nsmind.org.uk

PAPYRUS - Young suicide prevention society.

- Phone: 0800 068 4141 (24 hours a day).
- Text: 07860 039 967.
- Email: pat@papyrus-uk.org

The services below are free and offer confidential advice from trained volunteers. You can talk about anything that's troubling you, no matter how difficult:

- Call **116 123** to talk to Samaritans, or email: jo@samaritans.org for a reply within 24 hours.
- Text "SHOUT" to **85258** to contact the Shout Crisis Text Line, or text "YM" if you're under 19.
- If you're under 19, you can also call 0800 1111 to talk to Childline. The number will not appear on your phone bill.

16. Suicide-safer prevention procedure

The purpose of this procedure is to establish protocols and procedures for preventing, identifying, and responding to signs of suicidal behaviour in students. This procedure aims to promote a safe and supportive school environment that prioritizes the mental health and well-being of all students.

This procedure applies to all students, staff, and administrators within Kingsmead School. It encompasses preventative measures, identification and intervention strategies, postvention procedures, and training and education components.

Objectives

- To create a safe and supportive school environment.

- To identify and support students at risk of suicide.
- To provide appropriate interventions and referrals for students in crisis.
- To educate staff, students, and parents about suicide prevention and mental health awareness.
- To establish clear procedures for responding to a suicide or suicide attempt within the school community.

16.1 Prevention

- Promote a positive school climate that fosters a sense of belonging and connection among students.
- Implement social-emotional learning (SEL) programs to develop students' coping and problem-solving skills.
- Encourage open communication and reduce stigma around mental health issues.

16.2 Training and Education

- Provide annual training for all staff on recognizing and responding to signs of suicidal behaviour.
- Student Education: Integrate mental health education into the school curriculum, focusing on resilience, coping strategies, and where to seek help.
- Parent Engagement: Offer resources and workshops to educate parents and the wider community about suicide prevention and mental health support.

Identification

- Establish clear procedures for staff to refer students who exhibit warning signs of suicide to the appropriate support services.

16.3 Intervention

- DSL and safeguarding team are trained to respond to reports of suicidal behaviour.
- Conduct a risk assessment to determine the level of immediate danger and appropriate intervention.
- Parental/Guardian Notification: Inform parents or guardians of the situation and involve them in the intervention process, unless there is a clear risk to the student's safety in doing so.

Support Services

- Referral to External Services: When necessary, refer students to external mental health professionals and crisis intervention services.
- Safety Plan Development: Create individualized safety plans for students identified as being at risk, outlining steps for crisis management and ongoing support.

16.4 Postvention

- Crisis Response Team: Establish a crisis response team to coordinate the school's response to a suicide attempt.
- Communication Plan: Develop a communication plan to provide accurate and sensitive information to students, staff, and parents while respecting privacy.
- Support for Affected Individuals: Offer counselling and support services to students and staff affected by the incident.

Monitoring and Review

- Regularly monitor and evaluate the effectiveness of the suicide prevention policy.
- Collect feedback from students, staff, and parents to identify areas for improvement.
- Update the policy as needed based on new research, best practices, and community needs.

Confidentiality

- Ensure that all information regarding students' mental health and suicidal behavior is treated confidentially.
- Share information only with those who need to know to provide appropriate support and intervention.

16.5 Services:

PAPYRUS HOPELine UK (Support and advice to young people under 35 having thoughts of suicide or for anyone who is concerned about a young person.)

- Call 0800 068 41 41 (this does not show up on the telephone bill).
- Monday-Friday 10.00am-10.00pm.
- Weekends 2.00pm-10.00pm. Bank Holidays 2.00pm-5.00pm.)
- Text 88247. All texts and emails are automatically anonymised so that advisors do not have any details.
- Email pat@papyrus-uk.org

24-hour listening support Samaritans Call 116123 Email jo@samaritans.org (response within 24 hours)

24-hour medical advice Call 111 (NHS non-emergency line) <https://111.nhs.uk/> **17.**

Young Carer Policy

Legislation and guidance

- Children and Families Act 2014
- Care Act 2014
- Care and Support Regulations 2014
- The Young Carers Regulations 2015

Purpose

The purpose of this policy is to ensure that young carers are identified, supported, and given equal opportunities in education. This policy outlines the commitment of Kingsmead School to recognize and address the unique needs of young carers, providing a supportive and inclusive environment that enables them to achieve their full potential.

The definition of a young carer is a student who takes on a significant caring role for a family member who is ill, disabled, experiencing mental health issues, or affected by substance misuse. This can include providing emotional support, personal care, household management, and looking after siblings.

17. 1 Identification of Young Carers

Information will be collected from student admissions forms, teacher observations, and self-disclosure. Young carer assemblies will be held by Staffordshire together for carers, to raise awareness among staff and students about the challenges faced by young carers.

17.2 Support for Young Carers

A member of staff will be appointed as the Designated Young Carers Coordinator to oversee the support and resources available to young carers (Miss Jones).

Individual Support Plans will be developed to address the specific needs of young carers, including academic adjustments, emotional support, and referrals to external agencies if necessary.

Young Carers will have access to internal and external wellbeing services and peer support groups.

Adjustments to attendance and homework policies will be made to accommodate the demands of their caring role as and when required.

Monitoring and Review

There will be termly monitoring of the academic progress, attendance, and well-being of young carers. An annual review of the policy will take place to evaluate its effectiveness, with input from young carers. There will be adjustments to the policy based on feedback and changing needs.

Confidentiality

All information regarding young carers will be treated confidentially and shared only with necessary staff members to provide support. The privacy of young carer and their families will always be respected.

To effectively support students who are young carers, there are mutual expectations and actions that both the students and the school can undertake.

Expectations from Students:

Students are encouraged to participate as fully as possible in all lessons and opportunities offered by the school. It is important for them to communicate with school staff, especially if their caring responsibilities are likely to interfere with their lessons or homework. They should inform the school in advance if they are facing difficulties in completing their homework by the set deadlines. Additionally, students should promptly notify the school if there are any changes to their caring role or if they need additional support.

Support from the School:

The school commits to ensuring that the topic of young carers is included in tutor time activities at least once a year, accompanied by an assembly for each year group. With the permission of the young carer and their family, staff will be made aware of situations where caring responsibilities might impact the student's ability to keep up with lessons and homework. The school will provide careers support specifically tailored to young carers and will allow agreed-upon extensions for homework tasks whenever possible. There will also be opportunities for students to complete their homework during the school day.

The school will designate specific areas, such as the safeguarding office, where students can access a phone to contact home if they have concerns during the school day. A dedicated Young Carer lead will be available

to provide support and address any issues related to their caring role. Communication will also be facilitated through an email group designed for young carers, which will share information about meetings and other relevant activities. Furthermore, the school can provide contact details and information about local young carers groups to help students connect with additional support networks.

If you have any questions or need support, please reach out to us at ks-youngcarers@kingsmeadschool.net.