The Park Federation Academy Trust
James Elliman Academy
Pupil Wellbeing Policy
2026-2027

Approval

Signed by Principal	Tajinder Johal
Date of approval	September 2026
Date of review	September 2027

Version History

Version	Date	Status and Purpose	Changes overview
1	01/09/2022	Final	Policy Created
2	23.08.2023	Update	Update to key contacts
3	08.08.2024	Update	Update key contacts and links to guidance
4	07.08.2025	Update	Update key contacts and links to KCSIE guidance, Updated referral pathway, included support form MHST
5	20.08.2026	Update	-Update key contacts and links to updated KCSIE guidance, updated wellbeing provision visual -Updated school values -Reference to the Children's Wellbeing and Schools Act 2026 -Update response procedures in line with KCSIE graduated approach -Updated Section 7 - warning signs -Added clarity on reporting procedures and who to report to - Updated section 16 support for staff

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To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

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1. Policy statement

At James Elliman Academy we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy was written in consultation with the James Elliman Mental Health Champions and Senior Leadership Team.

Mental Health and Wellbeing Vision Statement

'Everybody's wellbeing is important and at James Elliman Academy we recognise that promoting positive mental health and wellbeing is an integral part to personal and community success.'

Through our school values of resilience, integrity, gratitude, kindness, diversity and creativity we build on the skills of staff, children and their families so that the James Elliman environment is a positive place to learn and achieve. We encourage everyone within our school community to recognise and build positive mental health and wellbeing, use strategies to support their mental health and know where to go when in need of help.

2. Scope

This policy is intended to:

- 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:

- The SEND Policy
- The Positive Behaviour Policy
- The Anti-Bullying Policy
- The Child Protection Safeguarding Policy
- The Online-Safety Policy
- Staff Wellbeing Policy

3. Policy 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

4. Legal basis

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
- Promoting and supporting mental health and wellbeing in schools and colleges
- Keeping Children Safe in Education 2026
- Children's Wellbeing and Schools Act 2026

5. Roles and responsibilities

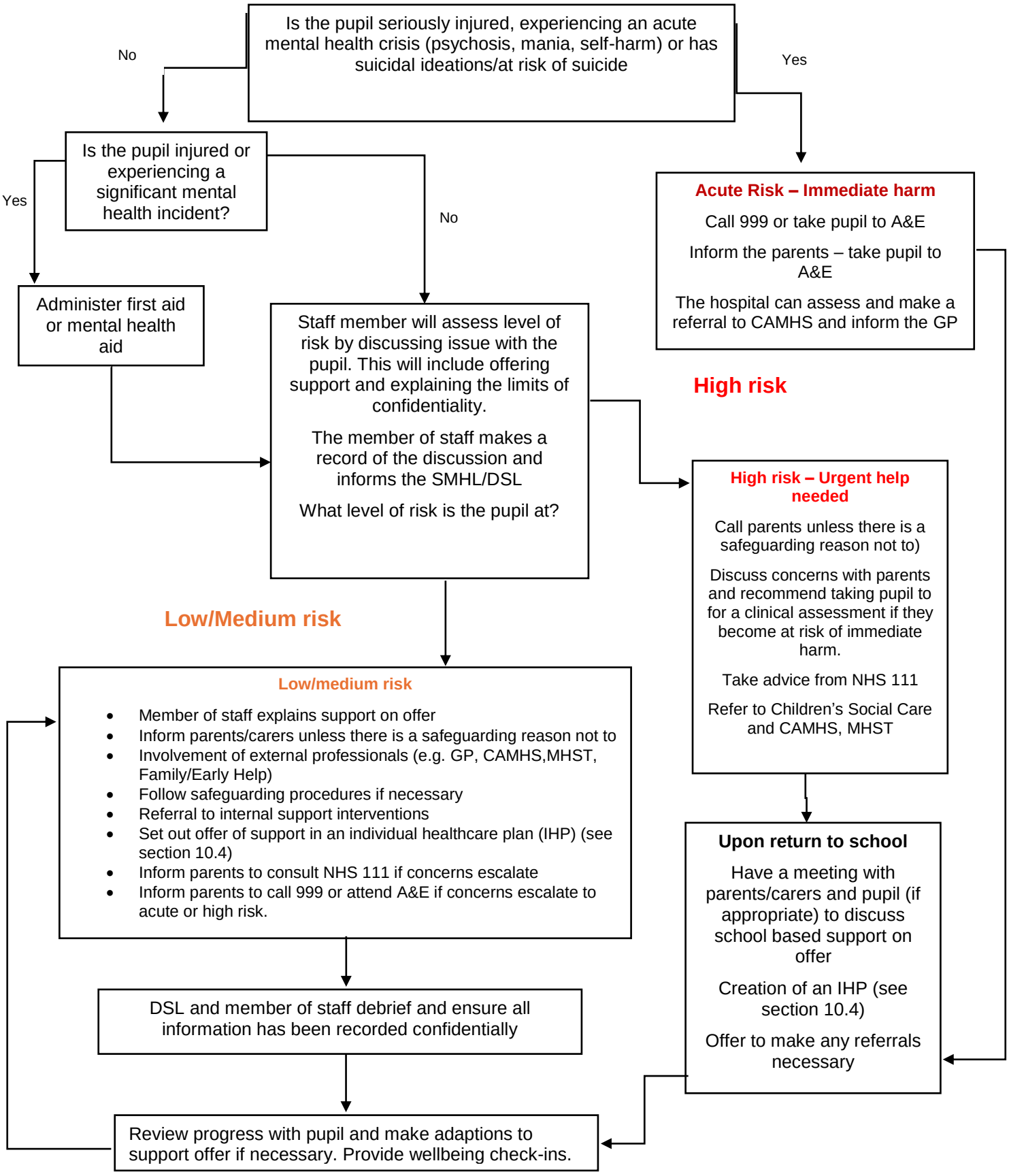
All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the **Senior Mental Health Lead (SMHL), Rebecca Pinkney, who is also the DSL**.

If the SMHL/DSL is not available then please share your concerns with any **Deputy Designated Safeguarding Lead (DDSL) Vanda Devshi, Jas Chander or Tajinder Johal.**

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

- Principal – Tajinder Johal
- Vice Principal – Vanda Devshi, Jas Chander, Muzaffer Ali
- Special Educational Needs Co-ordinator (SENDCO) – Harjinder Mann
- Child and Family Support Officer – Karisse Morgan
- ELSAs – Harjinder Mann, Karisse Morgan, Zara Mir
- Mental Health Champions

6. Procedure to follow in a case of an acute/high risk/medium to low mental health crisis



7. Warning signs

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered, or is at risk of, abuse, neglect or exploitation. Only appropriately trained professionals should attempt to diagnose mental health difficulties. However, all staff are well placed to look out for signs that a pupil's mental health is deteriorating. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which staff could recognise.

Some warning signs include:

- Changes in behaviour, mood or energy level
- Ongoing difficulties in sleeping
- Self harm
- Changes in eating
- Changes in attitude in lessons or academic attainment
- Not wanting to do things they usually like
- Changes in level of personal hygiene or signs of neglecting themselves
- Withdrawing from social situations
- Poor attendance, punctuality or signs of (emotionally Related School Avoidance (ERSA)
- 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
- Increased or decreased time online

8. 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 child protection and safeguarding policy and pass on all concerns to the Designated Safeguarding Lead (also Senior Mental Health Lead) or Deputy

(DSL/DDSL), All disclosures are reported verbally and recorded and stored in the pupil's confidential child protection file on CPOMs.

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, including any concerns around self-harm, suicidal ideation, risk of suicide, making plans to end their life, eating disorders, and any other warning signs observed.
- Any questions asked or support offered by the member of staff

In CPOMs this must be logged under the following categories, as well as any other categories that the referrer see fit.

- SAFEGUARDING CONCERN FORM (DSL) – This is in case there are additional safeguarding concerns for the child
- Online Safety / SAFEGUARDING CONCERN FORM (DSL) – This is in case there are additional safeguarding concerns for the child that are related to online safety.
- Wellbeing and Mental Health Support

9. 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 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 with the DSL(SMHL)/DDSL. 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 and staff must share information with the DSL(SMHL)/DDSL if the child is at risk of harm.

Parents will be informed unless there is a child protection concern. In which case the Child Protection and Safeguarding Policy will be followed.

9.1 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 the DSL(SMHL) or DDSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the DSL(SMHL) or a DDSL
6. The DSL(SMHL) or a DDSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff e.g SENDCo or CFSO or external professionals e.g Mental Health Support Team (MHST) or Educational Psychologist (EP) will be informed on a need-to-know basis
8. The pupil must be seen and concern addressed before the pupil goes home to ensure safety. Please report concerns verbally as well as on CPOMs to ensure the safeguarding team are aware of your concern immediately.

10. Supporting pupils

10.1 Baseline support for all pupils – Level 1 Green

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

- Raising awareness of mental health during assemblies, PHSE lessons and Mental Health Awareness Week, Anti-bullying Week, Safer Internet Day
- Signposting all pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Using pupil voice through discussion, and questionnaires, to provide feedback on ay elements of the school that is negatively impacting their mental health
- Monitoring mental health through day to day observation, and strengths and difficulties questionnaire (SDQ) where recommended by external professionals
- Providing a Senior Mental Health Lead (SMHL) with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through Mental Health Champions
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

    - Communication/Worry boxes
    - Circle Time (EYFS)
    - Pupil Post Box (Outside CFSO room)

- Wellbeing ~~tree~~ displays in each classroom showing feelings and emotions and providing strategies for how to cope and get help
- Zones of Regulation spaces available in each class

10.2 Assessing what further support is needed

If a pupil is identified as presenting with some mental health needs, the Senior Mental Health Lead (DSL) and DDSL for that child's year group will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. Following referral to SMHL/CFSO, the 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 – Level 2 - Yellow

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:

- Continuation of regular check-ins with Mental Health Champions
- Offering pastoral support through trained ELSAs and the Child and Family Support Officer (CFSO)

- Discussion with parents / carers for permission to refer to the school's Mental Health Support Team (MHST), an organisation funded through the NHS CAMHs Getting Help Team that provides parent led workshops

The following diagrams also show the internal and external provision available at James Elliman Academy.

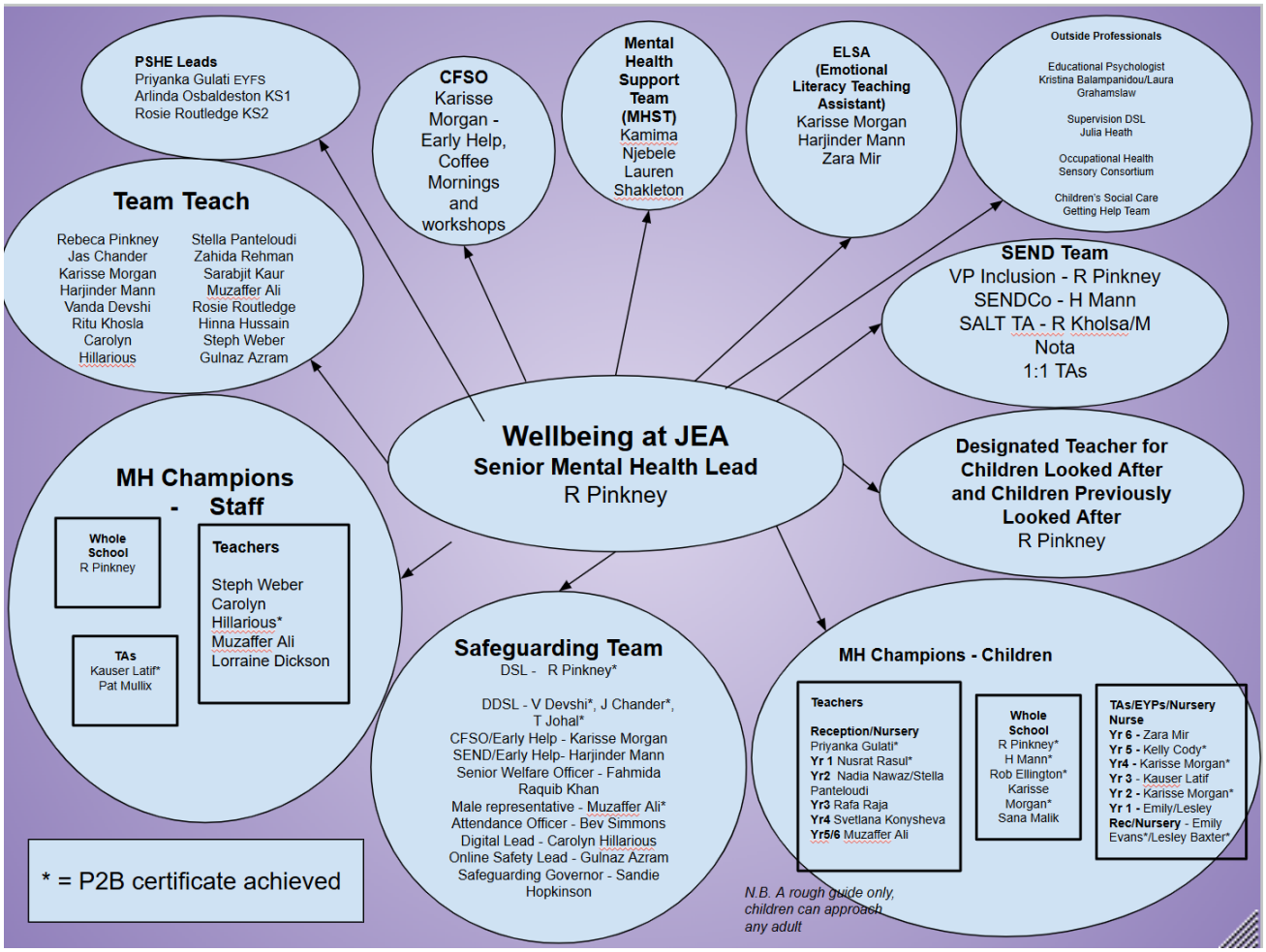
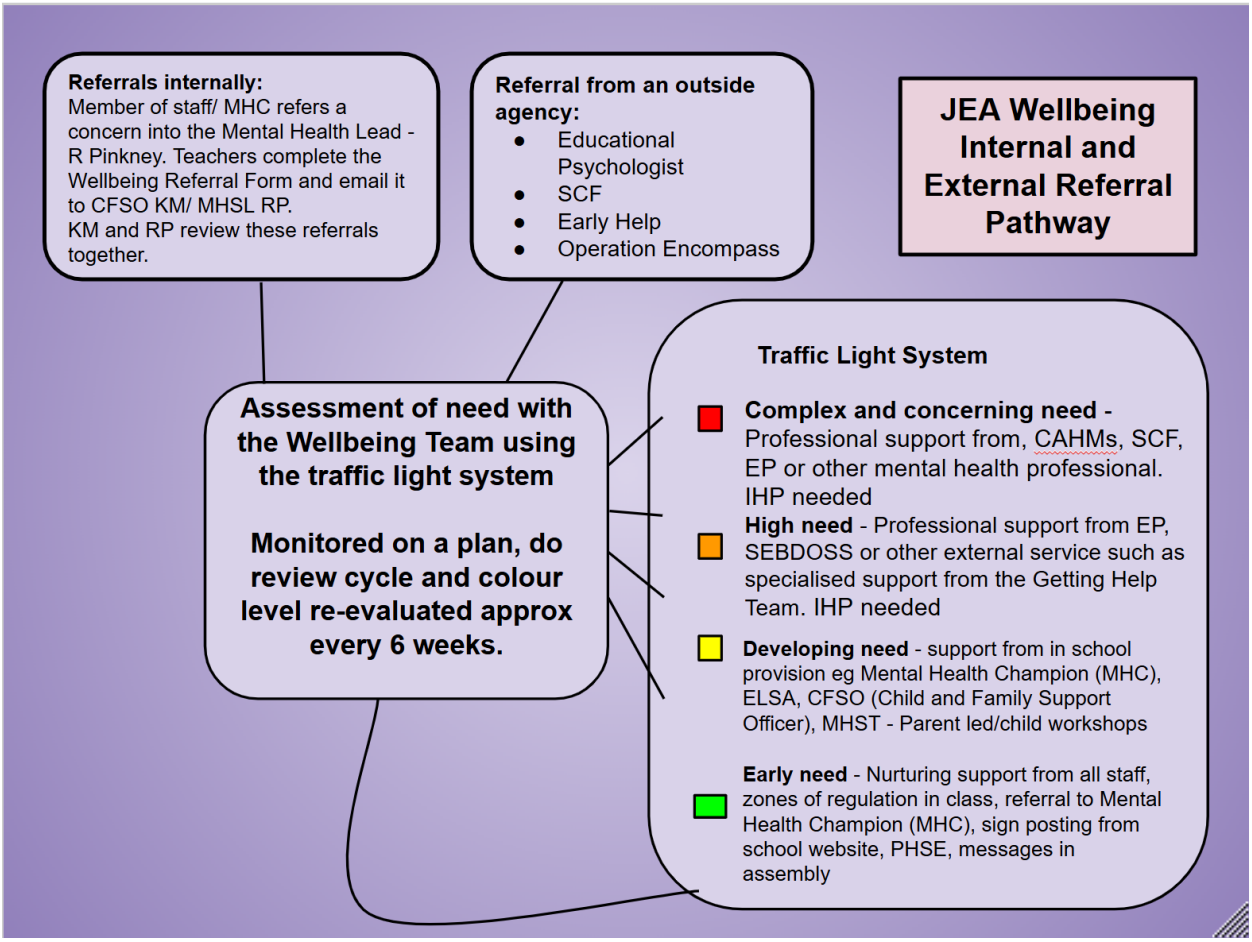


Figure 1 shows how wellbeing is interwoven into all aspects of school life



Figure 2 shows how our displays demonstrate how our wellbeing provision links to achieving the 5 ways to wellbeing.

Figure 3 shows the internal and external referral pathway for pupils



10.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if they require support over and above level 2 (yellow) in the school's referral pathway.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals. It will be reviewed every half term.

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 the school needs to be aware of the child's condition
- What to do in an emergency

An example of this IHCP can be found in appendix 1.

10.5 Making external referrals – Level 3 and 4 – Orange and Red

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or pediatrician
- CAMHS/Getting Help Team for more specialised support that is over and above the work of the Mental Health Support Team (MHST) in school
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth.)
- Local counselling services
- School's Educational Psychologist

11. Supporting and collaborating with parents and carers

We will work with parents and 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
- Provide pastoral support through mental health champion check ins, more specific support with the Child and family Support Officer or MHST
- 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 forums)
- Keeping parents/carers informed about the mental health topics we cover in school and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavor to do this face to face.

These meetings can be difficult, so the school will ensure that parents 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.

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

12. Supporting staff and peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

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 internal and external support
- Providing pastoral support with Mental Health Champion check ins if required

13. Signposting

Sources of support will be displayed around the school and linked to on the school website and app, so pupils and parents are aware of how they can get help.

The Senior Mental Health Lead and Child and Family Support Officer will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

We will spread awareness around sources of mental health support by participating in mental health awareness week, provide resources and support links on our website and school app, providing information sessions on mental health through our Child and Family Support Officer, make links to positive mental health and how to get help through our Safety First Assemblies and PHSE lessons.

14. Whole school approach to promoting mental health awareness

14.1 Mental health is taught in PSHE

We will follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Pupils will be taught to:

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

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 they think their mental health is deteriorating

15. Training

Teaching and support 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
- Staff wishing to become Mental Health Champions are offered additional training with Place2Be.

16. Support for staff

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
- Offer staff supervision - The school, also accommodates supervision for ELSAs, DSL(SMHL), DDSLs, and the Principal. Wellbeing Champions have the opportunity to speak with the SMHL half-termly about the pupils they are supporting and any staff member can request support on an ad hoc basis from our independent Educational Psychologist, following a distressing experience or critical incident in school.
- Offer 1:1 check ins - The Senior Mental Health Lead, or the staff member's Line Manager, can be a support network for any staff requiring support after responding to a pupil with mental health difficulties. Staff can request time to speak to these designated staff members who will set aside time in their management time to speak with them.
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

Please read our Staff Wellbeing Policy for more information.

17. Monitoring arrangements

This policy will be reviewed by the Senior Mental Health Lead, annually. At every review, the policy will be approved by the governing board and the Principal.

Appendix 1 Individual Healthcare Plan

Individual Healthcare Plan

Name:	**Class:**	**Record of Concern (RoC)** **SEN Support (K)** **EHCP (E)**	**Level of Support** **Red** - Complex and concerning need - Professional support from, CAHMs, SCF, EP or other mental health professional **Orange** - High need - Professional support from EP, SEBDOSS or other external service **Yellow** - Developing need - support from in school provision eg ELSA, Lego Therapy, CFSO (Child and Family Support Officer)		**IHCP Start Date:** **IHCP Review Date:**
Mental health issue:	**Triggers**		**Signs**	**Symptoms**	**Treatments**
What I need as a result of this:	**Things that help me**		**Things that don't help**		
Who needs to be aware?	**Steps to take in an emergency** - Speak to the child calmly and listen without judgement - Explain what you will do next and who you will speak to - Explain that information will be shared confidentially and on a need to know basis - If medical attention is required, alert Senior Welfare Officer Immediately - Alert Senior mental health/DSL immediately who will decide next steps - SMHL/DSL to inform parents/carers (or not if this puts the child at risk of harm) - Make a record on CPOMs and alert relevant individuals - Debrief to be arranged with all key staff after the incident - Review or update any relevant risk assessments or this IHCP				

OUTCOME (What we are working towards educationally, socially, emotionally)	PROVISION (Specific support for the pupil's educational, social and emotional needs)	Who? How often?	Baseline 1 - 10	Review 1 - 10	GENERAL COMMENTS
Educational					Baseline (Where you are now) Review
Social					Baseline Review
Emotional					Baseline Review
Additional Comments:					

Outcomes agreed by:	Child	Parent/Carer	Class Teacher
Name			
Signature			
Date			