



PRESTFELDE

Pupil Wellbeing Policy

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Procedure to follow in a case of acute mental health crisis.....	4
5. Warning signs	5
6. Managing disclosures	5
7. Confidentiality	5
8. Supporting pupils	6
9. Supporting and collaborating with parents/carers	8
10. Supporting peers	9
11. Signposting	9
12. Whole school approach to promoting mental health awareness.....	9
13. Training.....	10
14. Support for staff	10
15. Supporting the wellbeing and mental health of EAL pupils	10

1. Aims

At Prestfelde 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 Michael Haswell, Deputy Head Pastoral.

It should be read alongside:

- › SEND policy
- › Behaviour policy
- › Anti-bullying policy
- › Child protection and safeguarding policy

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

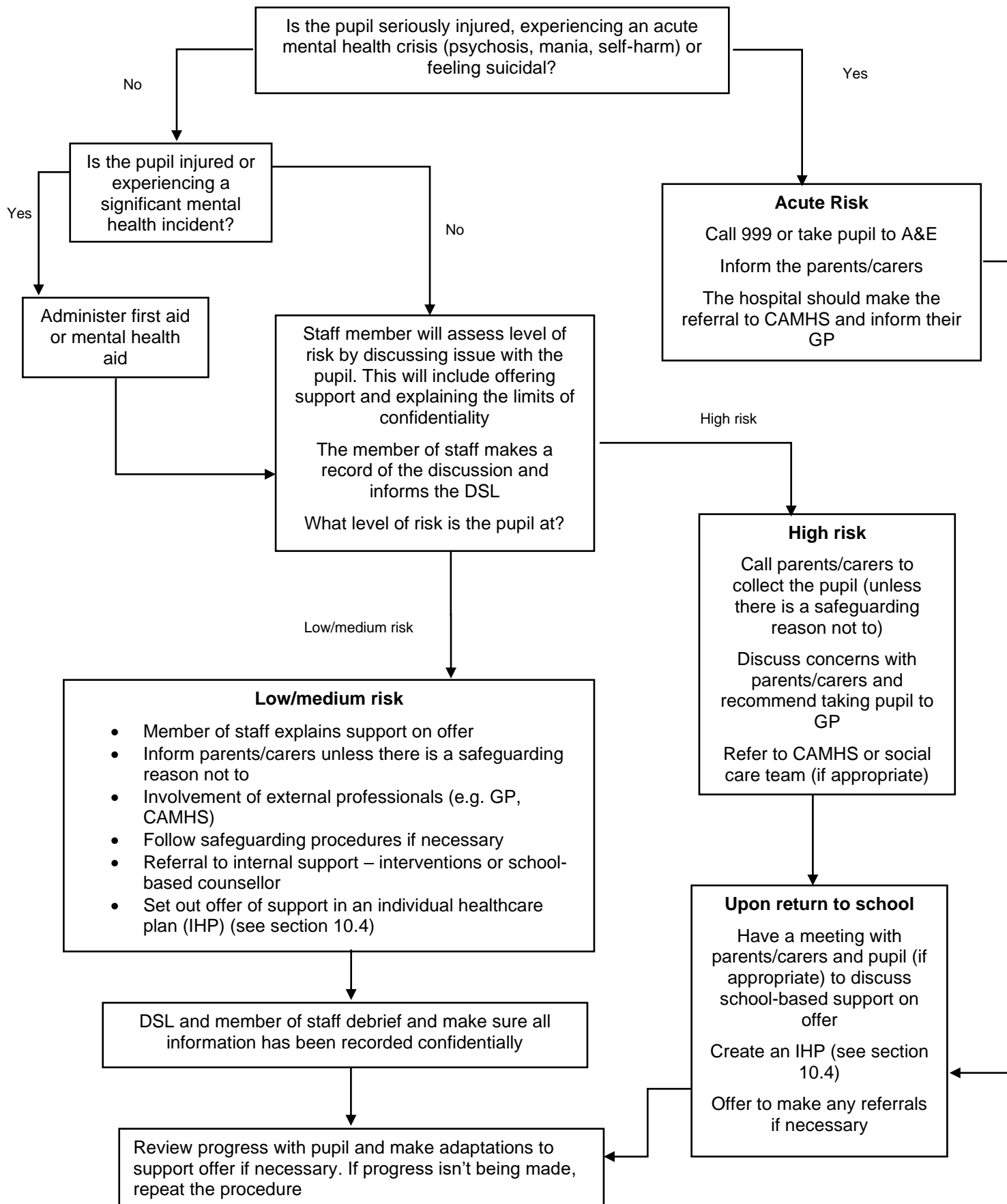
All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Head of Wellbeing or the Designated Safeguarding Lead.

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)
- › Special educational needs co-ordinator (SENCO) / Head of Learning Support
- › Head of Wellbeing

Prestfelde also has a dedicated group of pupils who undergo training to be Peer Wellbeing Mentors. These mentors provide invaluable peer support throughout the year under the guidance of our wellbeing team, creating an empathetic and supportive environment for their peers.

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



5. Warning signs

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 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

6. 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 our school's safeguarding policy and pass on all concerns to the DSL/DDSL/Head of Wellbeing (who is also DDSL). All disclosures are recorded on Safeguard My School where their confidential information is stored.

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
- › Full details of the disclosure in the child's own words

7. 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 with DSL/DDSL/Head of Wellbeing. 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

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

7.1 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 DSL/Head of Wellbeing (DDSL).
4. 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/Head of Wellbeing (DDSL) 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

8. Supporting pupils

8.1 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 positive wellbeing and mental health during assemblies, tutor time, PSHE, the curriculum and mental health awareness week
- › Signposting all pupils to sources of online support on our school website and various resources on The Wellbeing Hub (which forms a key part of our school's Wellbeing Strategy).
- › 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 all pupils' mental health through PASS assessments biannually, which assesses pupils wellbeing, mental health, attitudes to school and learning, friendships etc.
- › Appointing a Head of Wellbeing to lead with a strategic oversight of our whole school approach to mental health and wellbeing
- › Offering pastoral support, e.g. through form tutors, the wellbeing mentor team, pastoral team, Head of Wellbeing, Deputy Head Pastoral (DSL and peer mentors)
- › Making our whole school a safe space to discuss mental health and wellbeing through interventions and support such as:
 - 'Walk and Talks'
 - Wellbeing Mentoring
 - The Bridgeland Centre
 - Peer Mentoring
 - School Counsellor
 - Emotional Literacy Support Assistants (ELSAs)
 - 'Worry Boxes' in form rooms
 - 'I'm Worried' link on Firefly to talk about their own/their peers' mental health and wellbeing
 - The wellbeing/boarding office

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Head of Wellbeing, in collaboration with the Deputy Head Pastoral and Head of Learning Support, 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

8.3 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:

- › Wellbeing and mental health mentoring
- › Time-out pass
- › Counselling
- › Walk and Talk sessions
- › Signposting pupils and their families to online support on The Wellbeing Hub, which included 24/7 support and online counselling

8.4 Individual Care Plans (ICPs)

A pupil will be offered an individual care plan (ICP) if:

- › The pupil has been identified as having mental health or emotional needs that impact their academic performance or social interaction
- › A form tutor or member of the pastoral team has expressed significant concern about the pupil's wellbeing
- › The pupil or their parent/guardian has raised concerns or requested support for their mental health or emotional needs.
- › The pupil has experienced a significant life event or trauma that may affect their mental wellbeing (e.g. death of a family member, divorce, bullying).
- › The pupil has been diagnosed with a mental health condition or has been referred by a healthcare professional for additional support in the school setting.

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

The pupil's ICP 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

8.5 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:

- › Their GP or a paediatrician
- › CAMHS
- › Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#))
- › Local counselling services
- › Local therapists known to the school

9. 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)
- › 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

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.

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

10. Supporting peers

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.

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 including The Wellbeing Hub

11. 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. Pupils will also be signposted to resources on The Wellbeing Hub during PSHE lessons. Pupils in Years 6-8 will have access to The Wellbeing Hub pupil platform and will be signposted to resources as they require. Parents in all years will have access to The Wellbeing Hub parent platform and will be regularly signposted to blogs, articles, webinars and other resources. The Head of Wellbeing will also coordinate a programme of parent wellbeing and mental health workshops.

The Head of Wellbeing will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available and will circulate a wellbeing bulletin to signpost parents to resources every half term.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

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 PSHE curriculum which can be found on our school website.

12.2 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

13. 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

14. 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
- › Provide in-house counselling in a discrete and confidential manner
- › Create a pleasant and supportive work environment

15. Supporting the wellbeing and mental health of EAL pupils

At Prestfelde School, the wellbeing of all pupils, including those for whom English is an Additional Language (EAL), is at the heart of our pastoral care. We recognise that EAL pupils may face additional challenges as they adjust to a new language and culture. Our goal is to provide a supportive, nurturing environment that promotes their emotional, social, and academic wellbeing, while helping them acquire the English language at their own pace.

This policy outlines our approach to ensuring that EAL pupils feel welcomed, understood, and supported in all aspects of school life.

Core Principles

1. Wellbeing as the Foundation

We believe that a pupil's emotional and social wellbeing is the foundation for their academic success. For EAL pupils, ensuring that they feel safe, included, and understood is essential in supporting their adjustment to school life and language acquisition.

2. Individualised Support

We recognise that each EAL pupil has unique needs and will require personalised strategies for adjustment and language development. Our support is tailored to the individual, considering their language proficiency, cultural background, and emotional wellbeing.

3. Inclusive Environment

Prestfelde School is committed to creating an inclusive environment where all pupils, regardless of language ability, feel they are valued members of the school community. This includes fostering positive relationships with peers, teachers, and pastoral staff.

15.1. Creating a Welcoming and Supportive Environment

- › **Non-Verbal Communication:** Staff are encouraged to use non-verbal methods such as facial expressions, gestures, and visual cues to communicate with EAL pupils who may have limited English proficiency.
- › **Visual Aids:** Visual supports, such as pictures and symbols, will be displayed around the school to help pupils understand daily routines and express basic needs (e.g., food, drink, toilet, or emotions).
- › **Buddy System:** Each EAL pupil will be paired with a peer buddy who can help them adjust to school life, guide them through routines, and provide social support during their transition.
- › **Quiet Space:** A quiet, calming area will be made available to EAL pupils who may feel overwhelmed, providing them with a space to regain composure and relax, which could include 'The Snug', the school library, or the Wellbeing Office.

15.2. Providing Emotional and Wellbeing Support

- › **Emotional Check-Ins:** Staff will use visual tools, such as emotion charts, to help EAL pupils communicate how they are feeling when verbal communication is difficult.
- › **Routine and Consistency:** A clear and predictable daily routine will be provided to support the adjustment process. This consistency will help the pupil feel more secure in their new environment.
- › **Positive Reinforcement:** The school will regularly provide positive feedback and encouragement for EAL pupils' efforts, whether in language development, social integration, or emotional resilience.

15.3. Utilising Technology to Aid Communication

- › **Translation Tools:** In the absence of interpreters, translation apps (e.g., Google Translate) will be used to facilitate essential communication between EAL pupils and staff, ensuring that basic needs are understood and met.
- › **Language Learning Apps:** Pupils will be given access to child-friendly language learning apps such as Duolingo Kids to support their English language acquisition in an engaging, interactive way.

15.4. Simplifying Communication

- › **Simple Language:** Teachers and staff will use clear, concise language when communicating with EAL pupils, avoiding complex instructions or idiomatic phrases.
- › **Repetition and Demonstration:** Key instructions will be repeated and demonstrated where possible to reinforce understanding, allowing pupils to process the information in both verbal and visual formats.

15.5. Supporting Social Inclusion and Engagement

- › **Non-Language-Based Activities:** EAL pupils will be encouraged to participate in activities that do not rely heavily on language, such as art, music, and sports, to promote social interaction and integration with peers.
- › **Structured Play:** Play-based group activities, such as games involving simple instructions, will be used to promote language development and social bonding.

15.6. Involving Parents in the Process

- › **Regular Communication:** The school will maintain regular communication with parents to update them on their child's progress and to seek their input on the child's adjustment and wellbeing.
- › **Cultural Awareness:** Staff will work with parents to understand the child's cultural background, ensuring that any specific needs or concerns related to culture are considered in the school's approach.

15.7. Supporting Language Development

- › **Key Vocabulary:** Teachers will introduce and reinforce essential vocabulary related to school life (e.g., food, sleep, play, study) through repetition and contextualised learning.
- › **Bilingual Resources:** Where possible, bilingual materials such as books or flashcards will be provided to bridge the gap between the pupil's home language and English, fostering literacy in both.
- › **Celebrating Progress:** The school will celebrate small milestones in the pupil's language development and share these successes with the pupil and their family to encourage confidence and motivation.

15.8. Monitoring Pupil Wellbeing

- › **Behavioural Observations:** Staff will monitor the pupil's behaviour and engagement throughout the day, noting any signs of distress, frustration, or withdrawal, and take appropriate steps to address concerns.
- › **Accessing Further Support:** Should a pupil continue to struggle despite classroom and pastoral support, the school will consider further interventions, such as counselling or specialist EAL support, to ensure their wellbeing and academic success, for example: **Multicultural Development Team at Shropshire Council: 01952 380828**

The Head of Wellbeing and SLT will regularly review the progress and wellbeing of EAL pupils. This policy will be revisited annually to ensure that Prestfelde School's approach to supporting EAL pupils remains effective, with input from parents, pupils, and staff.

At Prestfelde School, we are committed to ensuring that every pupil feels supported, valued, and able to thrive, regardless of their language background. Our holistic approach to the wellbeing of EAL pupils underpins our commitment to helping them adjust, learn, and grow in a safe and inclusive environment. By focusing on emotional wellbeing, social integration, and language acquisition, we aim to provide a nurturing experience that enables each pupil to succeed.

16. Monitoring Arrangements

This policy will be reviewed by Holly Keogh-Jones (Head of Wellbeing) and the Pastoral Staff Team annually. At every review, the policy will be approved by the SLT.