Emotional Wellbeing Policy
Weaverham High School

Approved by:	Governing Body	**Date:** 7th October 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

At our school, we aim to promote positive mental health and wellbeing for every member of our school community to thrive. We pursue this aim using universal and whole school approaches combined with specialised, targeted approaches to support our most vulnerable pupils. Our provision is based upon best practice research in line with National College Mental Health Lead course information and in conjunction with DfE guidance and The Anna Freud Foundation guidance. As of 2023, Weaverham High has committed to signing up to the DfE's Wellbeing Charter for Schools.

This document describes our approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

PURPOSE

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health to support early intervention
- Provide support to staff working with young people with mental health issues
- Provide support to pupils experiencing poor mental ill health and their peers and parents/carers
- Provide support to staff to manage their own wellbeing.

SCHOOL COMMITMENT

We recognise that for our school community to thrive we need to celebrate achievements and support in equal measure. We acknowledge the importance of emotional wellbeing, and have appropriate organisational structures and processes in place to ensure high quality support is available for pupils and staff.

Our school will therefore:

(a) Establish and maintain an ethos where pupils and staff feel secure and are encouraged to talk, and are listened to.

(b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

(c) Ensure that staff know who to talk to if they are feeling worried or are in difficulty. The school's staff wellbeing offer also includes a 24/7 wrap-arounf EAP via Health Assured and a half termly 'Staff Wellbeing Group' forum led by a member of the SLT that invites staff feedback on how we can improve provision.

(d) Ensure pupils have access to appropriate emotional health and wellbeing curriculum opportunities to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

(e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies including; counsellor, school nurse, CAMHS, core assets

(f) Coordinate appropriate CPD training for staff to support pupils manage their emotional wellbeing

This policy should be considered alongside other related policies in school.

These are:-

- Child Protection Policy
- Behaviour Policy
- Special Education Needs
- Health and Safety
- Staff Bereavement Policy

STRUCTURE

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Richard Harris – Deputy Headteacher responsible for Ethos, Climate for Learning and Personal Development & Designated Safeguarding Lead
- Gary Makin – Assistant Headteacher (Personal Development, Aspiration, Wellbeing & SMHL)
- Phil Young (Deputy DSL), Vicky Hilton, Adam Gill, Phil Norton, Olivia Fjodor – Heads of Year
- Sam Hughes, Sue Lightfoot, Jane Bird, Sarah Preston, Rebecca Shaw – Pastoral Support Managers
- Megan Hill – Health Education Coordinator
- Jo Farquhar – SENDCO
- Hannah Riding, Rebecca Measures – ELSA Trained Facilitators
- Richard Wilkinson, Reverend Neil Stanton and Gill Barrow – School Counsellors

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Head of Year or PSM in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection lead. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

TRAINING FOR STAFF:

We provide all teaching and pastoral support staff will with regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

Training opportunities for staff who require more in-depth knowledge – especially tutors delivering the LIFE (PSHCE) curriculum and Health Education lessons – are provided annually within as part of our Year Group Meetings calendar and for those staff who provide more individualised and bespoke support

(ELSA / MH First Aiders). Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health both for themselves and to support pupils.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental LIFE (PHSCE) curriculum. Assemblies and tutor activities involve further opportunities to teach pupils about mental health and developing positive coping strategies. We work in partnership with children's Mental Health support agencies such as NHS MHST team, PAPYRUS and YOUNGMINDS to ensure students and families have 24/7 access to wellbeing support. We also seek to enrich the pupil experience via pupil-centric and engaging musical and theatrical performances linked to promotion of positive mental health and wellbeing.

The specific content of lessons will be flexible and determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others – in conjunction with the school's THRIVE ethos. We seek termly student voice relating to wellbeing in order to take a proactive approach in addressing issues and concerns at both general and bespoke levels.

Identifying Pupil Concerns

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access.

We use Wellbeing surveys via 'BounceTogether' across all years to proactively identify cohort and/or individual wellbeing issues

We will display relevant sources of support in communal areas such as Year notice boards, screens and in each Head of Year offices and will regularly highlight sources of support to pupils within relevant parts of the curriculum.

We employ three counsellors who run weekly sessions in support of student wellbeing. These are organised via PSMs.

Student Voice

To support a proactive approach in recognising emotional wellbeing issues and allow for early intervention, the school recognises and values the role of the student voice. Via year teams, we regularly survey the student population on a range of general and specific wellbeing themes. The school utilises BounceTogether (a market leading wellbeing support platform) to carry out research informed wellbeing surveys, as well as allow year groups to create their own in relation to wellbeing and other themes. Results are collated and evaluated by pastoral teams and are used to inform year group/cohort specific support. These results are then shared with Safeguarding and RSHE lead teachers via the line

management structure and subsequently inform proactive provision within pastoral care and the taught LIFE curriculum.

Student voice on the school's provision for wellbeing is sought and feedback is shared via Ethos Leaders, School Council and to whole year groups via assemblies. Student voice plays a key role in devising ideas for the promotion of Mental Health and Wellbeing. Ethos Leaders and the Year 11 Executive Leadership team operate as Wellbeing Ambassadors for their peers and receive annual training from SENDCO in relation to basic Mental Health First Aid.

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with Heads of Year/PSM and when necessary the Designated Safeguarding Lead (Richard Harris).

Possible warning signs include:

- Bounce Together Survey feedback
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Disclosure

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded using CPOMS.

This information should be shared with the Designated Safeguarding Lead, Richard Harris, who will store the record appropriately and offer support and advice about next steps.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting in the child's confidential record.

Signposting parents to support

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on year group Google Classrooms and on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our Emotional Welbeing/mental health policy easily accessible to parents via website
- Encourage parents to access new MHST parent forums
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed (via newsletter/key dates communications) about the mental health topics their children are learning about in PHSE and share ideas for extending and exploring this learning at home

Policy Review

This policy will be reviewed annually.

Personal Development at Weaverham High School

** New Topics for 25/26 **

	Year 7	Year 8	Year 9	Year 10	Year 11
RELATIONSHIPS	Safety in School, Consent & Online Safety, Friendships, Healthy Relationships, Families, Discrimination, Protected Characteristics, Gender Stereotypes Child on Child Abuse.	Healthy Relationships, Consent, Sexting, Coercive Control, Online Grooming, County Lines, Hierarchy, Friendship and Banter.	Gangs, Exploitation, Healthy Relationships, Media Portrayal of Relationships, Consent, Pregnancy, Emotional Literacy.	Child Sexual Exploitation, Sexting, Consent, Rape, Pornography, Body Image, Alcohol and Drug Abuse, County Lines, Influencer Culture.	Family Structures & Change, Healthy Relationships, Handling Unwanted Attention, Domestic Violence, Radicalisation.
WELLBEING	Coping Strategies, Hygiene, Healthy Lifestyle, Puberty & Consent, FGM and HBV.	Addiction, Legal Highs, Mental Health, Self-Worth, Positive Body Image, Eating Disorders, Self-Harm.	Risks of Alcohol and Drug Abuse, Vaping & Vape Spiking, Gambling, Contraception.	Resilience, Mental Health Stigma & Stereotype, STIs, Contraception, Cancer Screenings, Organ Donation, Road Safety, Gambling, Finances & Debt.	Mental Health, Cosmetic & Aesthetic Body Alterations, Exam Stress.
CAREERS	**Who Am I?** Interests, Skills and Achievements, Exploring Dream Jobs (Dream Big), What is a Career? Unifrog information	**What Are My Interests?** Personal (Employability) Skills, Job Applications, Building a (Superhero) CV (Unifrog), Rewards of Working, Challenges of Working.	**Post-14 Course Options:** Owning Your Career Journey, Personal Skills linked to KS4 Options Pathways (Unifrog), Managing Your Money, Labour Marketing Information.	**Post-16 & 18 Options /The World of Work:** Work Practices, Preparing for Work Experience, Career Options, Work Experience, Unifrog Post 16 Intentions.	**Actioning Aspirations:** Post-16 Pathways, Application Process, Employability Skills, Volunteer Work, Unifrog Post 16 and Post 18 Intentions
CITIZENSHIP	British Values, Citizenship, Community, Discrimination and the Law, Human Rights, Precious Liberties, Local Council.	British Values, Civil vs Criminal Law, The CPS, Crime, The Justice System, Anti-Social Behaviour, Citizens Responsibilities and Rights.	British Values, UK Political System, UK Parliament Voting System, The Monarchy, Volunteer Groups, Devolution, Radicalisation/Prevent.	British Values, Democracy, Systems of Government, Voting, Protest, Trade Unions, Fake News & the Press, European Union Commonwealth, UN and NATO.	British Values, The Court System, International Crime, Expenditure, Financial Literacy

Our Whole School Approach towards Positive Wellbeing

Figure 2. Eight principles to promoting a whole school or college approach to mental health and wellbeing.



What is the school's role in supporting positive Mental Health & Wellbeing?



1. Promotion

- **Life Curriculum** (Positive & Negative coping strategies, Body Image, Eating Disorders, Self-Harm, Stress & Anxiety, Exam Stress Health Education themes), Signposting support
- **Assemblies:** raising awareness of Mental Health & Wellbeing
- **PE/Sport & Arts:** performance, building resilience, self-confidence
- **Enrichment:** Physical, social, mental wellbeing, Diversity Club, Trips/Visits, DofE, Sport, Arts, STEM etc

2. De-escalation



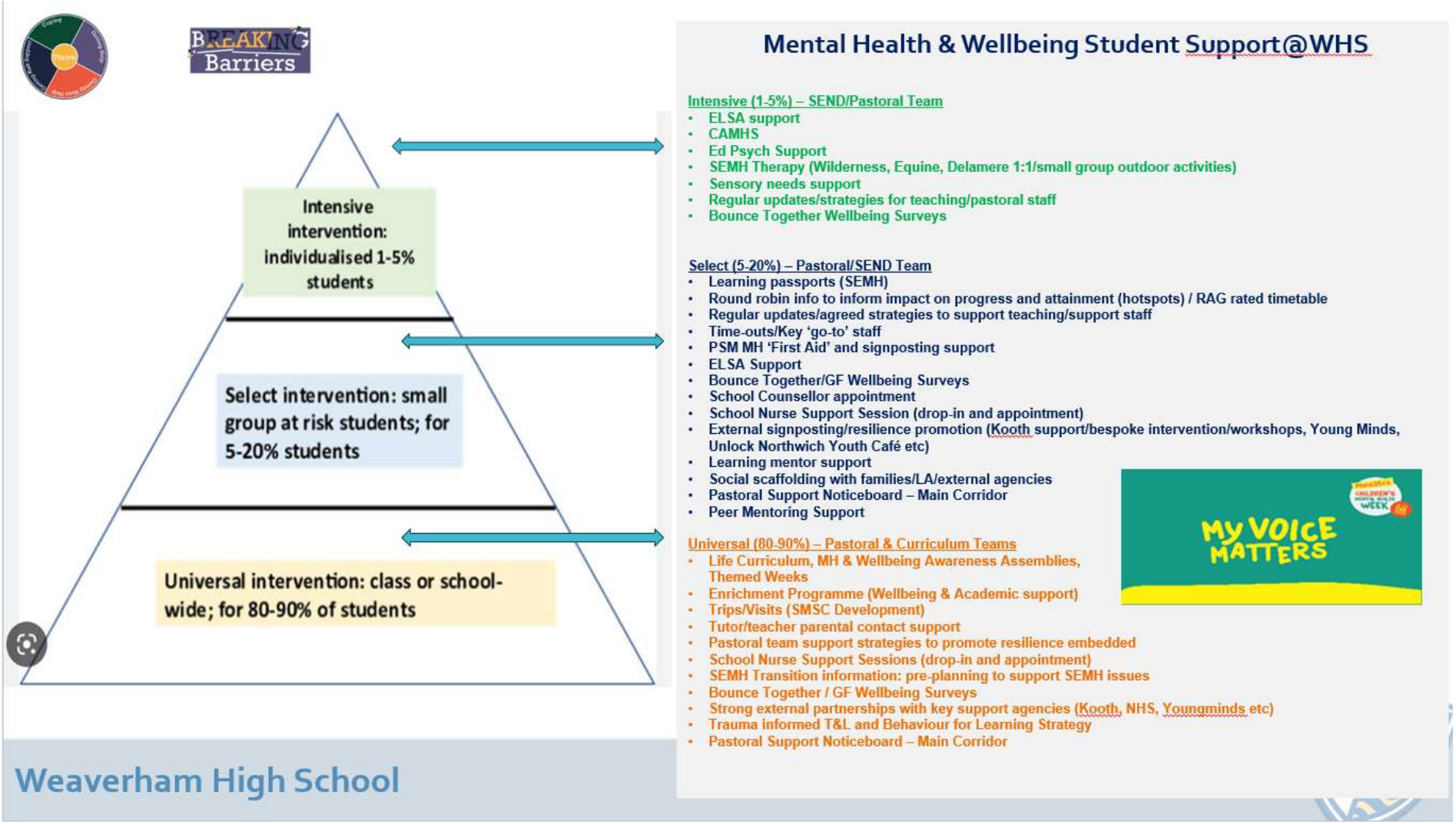
- Tutor/Teacher>PSM>HOY
- Parental contact/support
- School Nurse referral / drop-in
- Individual support plans, Targeted Support
- Signposting external specialist support

3. Intervention

- (e.g. Self-harm/Eating disorders/Suicide
- Safeguarding agencies, social services, local authority support
- CAMHS referral, Counselling

Weaverham High School

Our Provision Pyramid



Weaverham High School's 'Thrive Wheel' in Support of Student Wellbeing

