



Greenfields School Positive Health and Well-being Policy 2025-2026

Mission Statement:

We aspire to prepare young people for the future by providing a sustainable outstanding educational experience where all pupils realize, pursue, and achieve their full potential, enabling them to thrive as adults.

Policy Statement:

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 for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three learners will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2025	R. Redman and C.Singh	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
17/09/22	1	J. Parry	Review and amendment
06/25	2	R. Hill	Review and amendment
10/09/25	3	R. Redman	Review and amendment
03/10/25	4	Creslyn Singh	Review and amendment

Scope

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

This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the ALN policy where a student has an identified special educational need.

This Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and guardians or carers

Lead Members of Staff

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

- Creslyn Singh - Designated Safeguarding Lead
- Rhys Redman – Deputy Designated Safeguarding Lead
- Rhys Redman - lead First Aiders
- Creslyn Singh - ALNCo

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal learner's protection procedures should be followed with an immediate referral to the designated learner's protection officer, the head teacher, or the designated governor. If the student 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.

Where a referral to CAMHS is appropriate, this will be led and managed by school senior leadership team. Guidance about referring to CAMHS is provided in Appendix F.

Individual Behaviour Support Risk Plans

Any emotional wellbeing concerns or who learners who receive a diagnosis pertaining to their mental health should have it identified on their Behaviour Support Risk Plans. This should be drawn up involving the pupil, the guardians and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills,

knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the [PSHE Association Guidance](#)¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, students and guardians are aware of sources of support within school and in the local community.

We display relevant sources of support in communal areas such as displays and will regularly highlight sources of support to students within relevant parts of the curriculum. We use Mind of My Own (MOMO) app to capture learners thoughts, feelings to raise any concerns or worries to support or celebrate progress with them. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who is it aimed at?
- How to access it
- Why to access it
- What is likely to happen next

[Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#)

Warning Signs

School staff may become aware of warning signs which indicate a student 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 the school senior leadership team.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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 secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A student 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. Please see our school safeguarding policy for further details.

If a student 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 student's emotional and physical safety rather than of exploring 'Why?'. For more information about how to handle mental health disclosures sensitively see appendix E.

All disclosures should be electronically recorded and held on the student's Behaviour Watch file. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the school senior leadership team who will store the record appropriately and offer support and advice about next steps. See appendix F for guidance about making a referral to CAMHS.

Confidentiality

We should be honest with regard to the issue of confidentiality. Please see school Confidentiality policy for further guidance. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent.

It is always advisable to share disclosures with a colleague, usually the school senior leadership team. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Guardians must always be informed of concerns and students may choose to tell their guardians themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts guardians. We should always give students the option of us informing guardians for them or with them.

If a learner gives us reason to believe that there may be underlying learners protection issues, guardians should not be informed, but the Designated Safeguard Leads Creslyn Singh and Rhys Redman must be informed immediately.

Working with Guardians

Where it is deemed appropriate to inform guardians, we need to be sensitive in our approach. Before disclosing to guardians, 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 guardians, the student, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for guardians to learn of their learners' 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 guardians 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 guardians often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the learners electronic Behaviour Watch system.

Working with All Guardians

Guardians are often very welcoming of support and information from the school about supporting their learners emotional and mental health.

In order to support guardians, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all guardians are aware of who to talk to, and how to go about this, if they have concerns about their own learners or a friend of their learners
- Make our mental health policy easily accessible to guardians
- Share ideas about how guardians can support positive mental health in their learners through our regular information evenings
- Keep guardians informed about the mental health topics their learners are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their guardians with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support

- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular training to enable them to keep students safe.

We will host relevant information on our virtual learning environment Caresield for staff who wish to learn more about mental health. The [MindEd learning portal](#)² provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

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.

Suggestions for individual, group or whole school CPD should be discussed with school senior management in supervisions or in discussions, who can also highlight sources of relevant training and support for individuals as needed.

The [Charlie Waller Memorial Trust](#) provides funded training to schools on a variety of topics related to mental health including twilight, half day and full day INSET sessions.

The importance of staff and learner wellbeing is of paramount importance to our school and we create a nurturing culture and ethos to support all.

This policy should be read in conjunction with the following school policies, strategies and documents:

Behaviour Policy
Curriculum Policies
Safeguarding Policy
Anti-Bullying Policy
Drugs, Alcohol Misuse policy
School Improvement Plan
Additional Learning Needs Policy
And other relevant policies

Head teacher:	Creslyn Singh	Date:	10 th September 2025
Deputy Head:	Rhys Redman		10 th September 2025

