

Intent: To ensure that young people are emotionally secure, resilient, and able to succeed both academically and personally



# Emotional Well-Being and Mental Health



We are ambitious  
for all our pupils.  
We are here to  
change lives

## Step 4 – Risk Support

**Identification of Risk:** Clear pathways for staff to escalate concerns about self-harm, suicidal ideation, or safeguarding issues.  
**Crisis Plans:** Agreed safety plans developed with student, parents, and external professionals, including coping strategies and emergency plans  
**Safeguarding Protocols:** Close alignment with school safeguarding policy, ensuring immediate action when risk is high.  
**Partnership with Parents:** Transparent communication with families while balancing student confidentiality.  
**Aftercare:** Reintegration support for students returning from hospital or specialist provision, ensuring ongoing monitoring and adjustments

## Step 3– Getting More Help

Sig impact of daily life, sudden traumatic event, Enduring ACES impacting on emotional regulation when previous actions have failed

**Specialist Input:** Refer to BCWA, MHST or CAMHS for more complex or enduring needs  
**Multi-Agency Working:** Involvement of social care, youth services, or Early Help teams where needed.  
**Personalised Adjustments:** Alternative Curriculum, safe spaces, and exam access arrangements,  
**Therapeutic Programmes:** Specialist therapies , School Counsellor, qualified clinicians. BCWA  
**Key Worker:** Named member of staff to coordinate care and ensure continuity of support across school and external services, FMO

## Step 2 – Getting Help

Enduring ACES impacting on emotional regulation when previous actions have failed

**Targeted Support:** Small group interventions led by pastoral or specialist staff, Albion, Box clever

**Action Plans:** Individual support plans co-produced with students and parents, focusing on strengths, coping strategies, and goals.

**1:1 Support:** Albion mentor, SEMH coach, FMO parenting, academy mentor

**Agency Involvement:** Advice from Educational Psychologists, School Health Teams, MHST/Reflexions, EBSNA

**Monitoring:** Regular review of progress, attendance, and emotional wellbeing indicators.

## Step 1 – Advice and Guidance

Worrying behaviours, history or repeating new patterns

**Drop-In Services:** We CARE, nurse, mentor for advice without formal referral.  
**Parental Engagement:** Guidance for parents on supporting their child’s wellbeing and information about where to seek help, leaflets and support packs  
**Early Intervention Groups:** Targeted workshops on stress management, exam anxiety, social skills, or healthy coping strategies., friendship, resilience, anger, emotions, low mood, sleep etc.

**Pastoral Support:** Form tutors, HOY, and pastoral managers available to provide initial support and signposting.  
**Information Access:** Provide clear signposting (posters, website, student handbook) to internal support and external services (e.g., Childline, Kooth, local CAMHS).Toilet doors, Google Classrooms: Bereavement, Exam Stress, Counselling Resources

## Universal Offer:

- Whole-School Ethos:** Promote a culture where mental health is openly discussed and destigmatised. posters and leaflets around the academy, in meeting rooms etc.
- Curriculum:** Incorporate PSHE lessons on resilience, emotional literacy, managing stress, online safety, and healthy relationships. Weekly We CARE briefings, Yr7 Screening (SDQ/WEMWEB) Yr & Managing emotions programme
- Environment:** Safe, inclusive, and supportive school climate with trusted adults and peer support initiatives., FT School Counsellor, FT Th Mentor, 0.2 Trauma Therapist, 0.8 SEMH Coach, 8 MHFA
- Staff Training:** All staff trained in mental health awareness, spotting early signs, and basic supportive strategies. Mentoring training for pastoral teams, MHFA training, strengthening minds, BCWA Trauma
- Wellbeing Promotion:** Regular wellbeing focus sessions, physical activity opportunities, and access to extra-curricular activities that build confidence and belonging, Boxclever