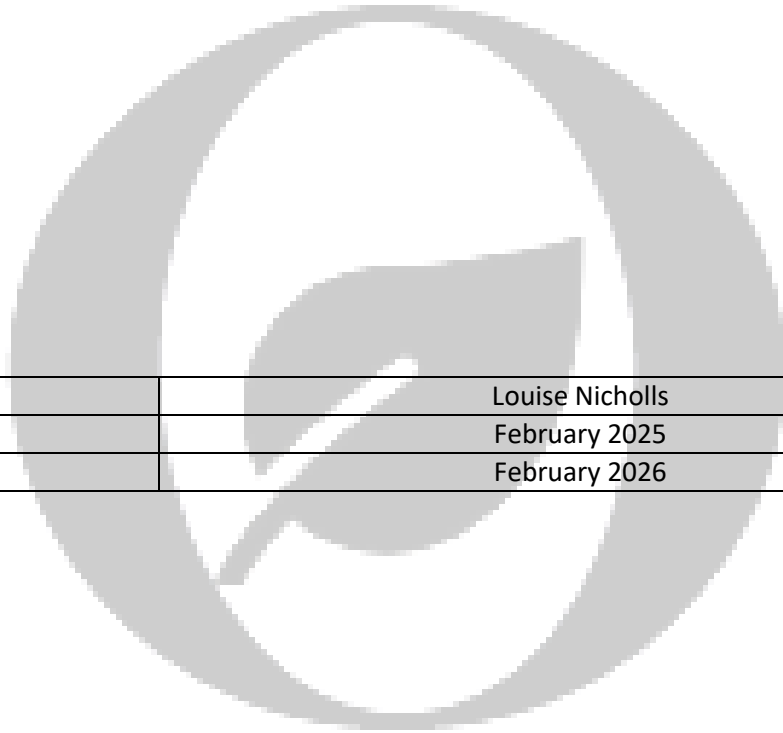


# Beech Lodge

## MENTAL HEALTH & WELLBEING POLICY



Author	Louise Nicholls
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Beech Lodge School, Stubbings Lane, Maidenhead SL6 6QL

01628 879384 · [info@beechlodgeschool.co.uk](mailto:info@beechlodgeschool.co.uk) · [www.beechlodgeschool.co.uk](http://www.beechlodgeschool.co.uk)

# Mental Health and Wellbeing Policy

## Policy Statement

At Beech Lodge it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The Department for Education increasingly recognises the importance of Emotional Health and Wellbeing as part of the support all schools should give to pupils.

At our school, we aim to promote positive mental health for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

In addition to promoting positive mental health through a whole school approach, we aim to recognise and respond to mental ill health. We recognise that by developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for children affected both directly, and indirectly by mental ill health.

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

## Ethos

Beech Lodge School aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing. This is supported through the school's commitment to teaching the whole child and ensuring children are learning in an environment that supports a positive ethos.

To promote first aid for mental health and wellbeing Beech Lodge School aims to:

- To develop a whole school approach for both pupils and staff.
- To work together with families.
- To provide a holistic and multi- agency approach.

The DSL, Louise Nicholls is a trained Child and Adult Mental Health First Aider.

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.



**Figure 1. Eight principles to promoting a whole school and college approach to emotional health and wellbeing (Public Health England, 2015)**

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies at Beech Lodge. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physical rich environment where key relationships can thrive and children can feel secure in their learning. Pupil voice is a key aspect of supporting emotional wellbeing; the school council take on the role of monitoring pupil involvement in school. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. Clear identification of the impact and outcomes of interventions offered to pupils is made through pastoral updates, formal meetings with therapists and parents

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

- Dan Gillespie Headteacher
- Louise Nicholls - Designated Safeguarding Lead (DSL)
- Jack Rider – Deputy DSL
- Sara Doherty- Special Educational Needs and Disability Co-ordinator (SENDCO)
- Peter Titus (Roots) -Pastoral Lead
- Daniela Shanly - Proprietor

*Beech Lodge is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential*

## Pupil Identification

Wellbeing measures include staff observations focusing on any changes in behaviour, attention and presentation, which feed into the identification process as well as any communication from the pupils regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Designated Safeguarding Lead in the first instance.

If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed. If the child 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 Childhood and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by Louise Nicholls or Dan Gillespie and Jack Rider.

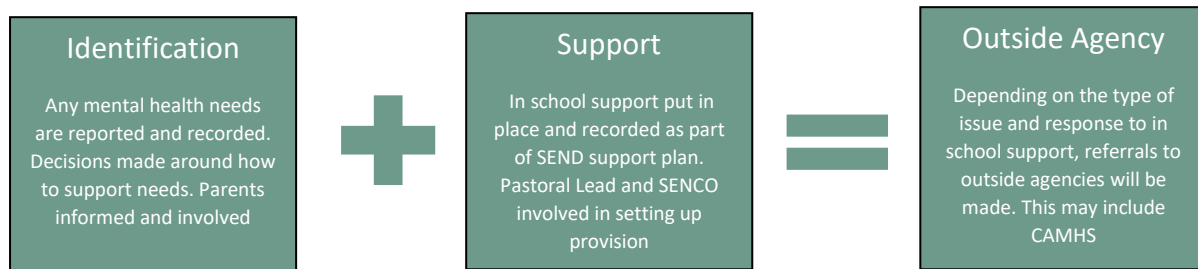
Individual SEN support plans will identify an individual support for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil (one-page profile), the parents and relevant health professionals and recorded in the section (Individual Health Care Plan)

## Pupil Wellbeing Interventions

Approaches	Intervention
Whole School approach	<ul style="list-style-type: none"><li>• Pupil voice – Use of school council and Gatherings to support positive emotions</li><li>• Annual pupil questionnaires to explore whole school trends around the use of positive emotions.</li><li>• Encourage use in gatherings and as part of behaviour policy</li><li>• Self-regulation strategies linked to behaviour management, CPD training and staff meeting updates.</li></ul>
Teaching and Learning approaches	
Staff Training	
Targeted support / wellbeing interventions	<ul style="list-style-type: none"><li>• Weekly interventions from trained support workers – follow identified programme of support. Agreed with parents as part of identification process</li><li>• Use of behaviour plan to support ways to deal with identified mental health needs.</li><li>• Class group sessions each week focusing on emotional wellbeing outcomes. Undertaken as required and identified</li></ul>

Identified pupils will receive bespoke intervention packages delivered by trained staff who have undertaken relevant training in relation to the development of resilience through providing a secure basis, enhancing self – esteem and self - efficiency will underpin all interventions.

The flow chart below shows how outside agencies are involved alongside identification and support within school. It demonstrates how in school support should be set up as part of the referral to outside agencies.



### Staff Identification

It is recognised at Beech Lodge that promoting staff health and emotional well-being must be an integral part of the whole school approach to mental health and wellbeing. Due to the nature of our school and the challenging profile of our pupil cohort we recognise that working with our pupils may inadvertently bring up unresolved emotional issues from the past. Therefore, training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. An open-door policy to our leadership team is always made available if staff are in need of speaking to someone about any issues of concern and a fully committed supportive Proprietorial Body and Advisory Board. This is made clear in the staff handbook. Staff have access to Spectrum Life, an app that provides confidential counselling. Our DSL is also trained in Safeguarding Supervision, staff can access this when requested. Within our Professional Reflection meetings, there is space to allow mutual communication about personal health and emotional wellbeing if both feel it is deemed necessary.

### Procedure for Concern in relation to mental health issues.

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 logged on My Concern. 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 in consultation with DSL

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

If there are any concerns around the mental health issues noticed in members of staff, the same procedure as above may be followed. It may be that the relationships between members of staff, may mean that they can be encouraged to seek their own support through HR support, Spectrum Life or via their GP. Otherwise, it can be referred to the Headteacher. As part of equality within the school, there is no stigma associated with a mental health issue and staff should feel open to discuss any issues with leaders and colleagues within school.

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

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

It is often the case that parents will be informed as soon as possible about any concerns around a child's mental health. This is a decision to be made by the Designated Safeguarding Lead and contact with parents must only be made if it is agreed by the DSL.

### **Working with Parents and Carers**

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 our school website.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about

### **Staff Training and CPD**

As a minimum, all staff will receive 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 will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

## **Role of the Proprietorial Body /Advisory Board**

The Proprietorial Body and Advisory Board at Beech Lodge School are fully supportive of the drive to support positive mental health and understand the need for targeted support and intervention as needed. As part of ongoing monitoring, the contents of this policy will be monitored to ensure that all aspects are embedded within the school. This monitoring will take place across a number of different aspects including monitoring by the SEND Adviser and the Safeguarding Adviser. The monitoring will focus primarily on the impact of whole school approaches in supporting mental health and impact of interventions for specific needs. At every Advisory Board meeting, the Headteacher's report will include an update around Mental Health and Emotional Wellbeing across the school.

### References:

Public Health England Promoting children and young people's emotional health and wellbeing: a whole school and college approach - updated November 2023

DfE Supporting mental health in Schools and Colleges – updated January 2025

Keeping Children Safe in Education – September 2024

DfE Mental Health and Behaviour in Schools – March 2018

This policy will always be immediately updated to reflect personnel changes and legislation.

### Signed:



Dan Gillespie  
Headteacher

Daniela Shanly  
Proprietor