This text is a guidance document with suggestions, recommendations to aid in the review and completion of a school mental health and emotional mental health and emotional wellbeing policy.

**Mental Health and Emotional Wellbeing Policy Template**

*Please see below guidance for creating a mental health and wellbeing policy. Each section is used for guidance only and will need to be adapted to reflect the values, ethos and provision within your school.*

**Policy Statement**

* Schools' commitment to promotion positive mental health and emotional wellbeing
* Information about the school culture
* Information about the schools wishes for their mental health and emotional wellbeing offer

**Scope**

* Purpose of the policy e.g., to guide all staff (including non-teacher and governors) on the whole school approach to promoting mental health and emotional wellbeing

**Policy Aims**

*(Examples)*

* Promote positive mental health and emotional wellbeing in all staff and students.
* Increase understanding and awareness of common mental health issues.
* Enable staff to identify and respond to early warning signs of mental ill health in students.
* Enable staff to understand how and when to access support when working with young people with mental health issues.
* Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
* Develop resilience amongst students and raise awareness of resilience building techniques.
* Promote a whole school approach to mental health and provide support to any student who needs it
* Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

**Key Staff Members**

* Insert all key staff members e.g., Designated safeguarding lead, SENCO, PSHE Coordinator, Pastoral

**Teaching about mental health**

* How the PSHE curriculum is used, developed and its bearing on student’s mental health and wellbeing
* Review processes of PSHE curriculum
* Any further ways in which teaching about mental health is embedded within the school

**Sources of support at school and within the local community**

School based support – list the full range of support available to students including school counsellors, learning support, behavioural support and specific groups or interventions run within your school.

Local Support – List local organisations that provide support services for your students e.g., CAMHS (Children and Adolescent Mental Health Service) partnerships, young carers groups.

Ensure to include:

* What the support is
* Who it is for
* How students can access this information

**Signposting**

* Highlight steps the school will take to ensure staff, students and parents/carers are aware of the support services available to them both inside and outside of school hours

**Identifying student needs and warning signs**

* Explain that all staff will be trained how to recognise warning signs
* Note that they will always be taking seriously and the steps that staff will take should they witness warning signs (e.g., notify mental health first aider or designated safeguarding lead)
* Examples of warning signs which staff will be able to identify such as:
* Physical signs of harm
* Changes in eating habits
* Changes to physical appearance
* Changes in sleeping habits
* Increased isolation from friends or family
* Changes in mood
* Talking or making jokes about self-harm and/or suicide
* Changes in mood
* Lack of interest in previously enjoyable activities
* Feelings of hopelessness, failure, or low mood
* Secretive behaviour
* Abusing substances such as drugs or alcohol
* Absenteeism and lateness
* Changes to educational attainment
* Family and relationship problems
* Bereavement
* Experiencing a traumatic incident

**Targeted support**

* Here information can be provided on how children with specific needs for example care experienced children, young carers, those who have had previous access to CMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence

**Managing disclosures**

* Note that if a student makes a disclosure to a staff member that the response will be calm, supportive, and non-judgemental
* Outline how disclosures will be confidentially recorded, what information will be required e.g.
* Date of disclosure
* Name of staff member to whom the disclosure was made
* The nature of the disclosure and the main points from the conversation
* Agreed next steps
* Who the information will be shared with e.g. mental health lead

**Confidentiality**

* Explain what steps will be taking if a staff deems it necessary to pass on concerns about a student to someone within or outside of the school e.g., how consent is gained from the students and when it should be breached.
* Include guidance on who will told, what will be shared, why information sharing is needed, when this information will be disclosed
* Explain the importance of sharing disclosures for purposes of staff wellbeing, continuity with staff absence and sharing of risk
* Include information about how parents/carers will be informed including providing option for students to be given 24 hours to share this information before the school contacts parents/carers
* Reference to the child protection procedure and the fact that if the child is deemed to be at risk parents/carers will not be informed

**Whole School Approach**

* Highlight a whole school approach towards mental health and emotional wellbeing of students including staff, parents/carers, and partner agencies.
* Provide information on how the school works with parents and carers and keeps them informed about their child
* Highlight sources of support and information about mental health and emotional wellbeing that they can access
* Ensure parents/carers are aware of who they can talk to if they have any concerns about their child
* Ensure this and other relevant polices are easily accessible to parents/carers
* Keep parents/carers informed about training school staff receive and how mental health and emotional wellbeing are covered in our school curriculum
* Hold meetings with parents/carers to provide additional support for their child
* Ensure a record of all parent/carer meetings are kept with points discussed added to the pupil's record if appropriate

**Staff Training**

* Outline training staff training received and how it is reviewed including CPD, online modules and training opportunities for more in-depth knowledge
* Contact details for suggestions for CPD or resources for staff

**Policy Review**

* Outline how often the policy will be reviewed and that it will take local and national policy changes and governmental guidance into account
* Highlight whose responsibility it is to review the policy