ST PETER'S SCHOOL
STUDENT MENTAL HEALTH AND WELLBEING

Date Reviewed: February 2025
Date of Next Review: February 2027
Reviewer: Anni Matthew/Jane Burniston
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Document Control		
Edition	**Issued**	**Changes from previous**
1	June 2020	New policy
2	June 2022	Reference to new Staff Wellbeing Policy Updates to legislation referred to Update to Whole School Approach to mental health Update to figures around mental health and wellbeing Substantial rewrite of policy Addition of Appendix A
3	Oct 2022	Addition of points to increase inclusivity
4	Feb 2025	Name change – Safeguarding Governor Title change – AHT Inclusion References made to My Concern Update of KCSIE 2025

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy **links to other school policies** on: Medical Needs SEND Anti-bullying RSE Child Protection and Safeguarding Behaviour Attendance Confidentiality Curriculum Staff Wellbeing World Health Organisation (2014) Promoting children and young people's emotional health and wellbeing, a whole school and college approach. Public Health England, (2021) PSHE county framework The Cambridgeshire Children and Young People's Health and Wellbeing Survey guidance Keeping Children Safe in Education (2024) Data Protection Act 2018 (GDPR) Transforming children and young people's mental health provision: a green paper (2018)	All staff including non-teaching staff, volunteers, visitors and governors. Designated Safeguarding Lead and Mental Health Lead Governor for Safeguarding and Mental Health Lead for Safeguarding Safeguarding Officer SENCo AHT Personal Development Mental Health Support Team Mental Health ambassadors

Promoting positive mental health, wellbeing and resilience

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, 2014)*

St Peter's School aims to promote positive mental health in all members of the school community, whether they are a leader, a member of associate staff, a teacher or a student. (There is a separate Staff Wellbeing Policy which all staff should familiarise themselves with). We pursue this aim using a whole school approach to Mental Health which ensures that all members of the school community are appropriately trained and committed to helping each other. We also use specialised, targeted approaches which are aimed at those students who are experiencing more complex mental health issues.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average class of 30 15 year-old students:

- Five could have a mental health difficulty
- Five are likely to be living in absolute poverty
- One could have experienced the death of a parent
- Eleven are likely to have been bullied
- Seven may be self-harming
- Four could be living in lone parent families

Promoting children and young people's emotional health and wellbeing, a whole school and college approach. Public Health England (PHE) (2021).

In addition, 68% of LGBTQ+ young people have said has their mental health got worse in the pandemic (48% for non-LGBTQ+). *Just Like Us research (June 2021).*

By developing and implementing practical, relevant and effective mental health policies and procedures, St Peter's School understands that they can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

As part of our overall safeguarding strategy, this document describes the school's approach to promoting positive mental health and wellbeing with students. This policy is intended as guidance for all staff including non-teaching staff, volunteers, visitors and governors.

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

Other related policies include:
- Anti-bullying policy
- RSE policy
- Safeguarding policy
- Behaviour policy
- Attendance policy
- Curriculum policy
- Health and Safety policy
- Equality and Diversity Policy

The Policy aims to:

- Promote a whole school approach to mental health at St Peter's school
- Increase understanding and awareness of common mental health issues to facilitate early intervention
- Alert staff to early warning signs of mental ill health
- Provide support to students suffering mental ill health and their peers and parents/carers
- Highlight the benefits of resilience in all members of the school community

Lead Members of Staff

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

- Anni Matthew – (AHT) Designated Safeguarding Lead and Mental Health Lead
- Vicky Ames – Governor for Safeguarding and Mental Health
- Jose Cox – Lead for Safeguarding
- Nicky O'Connell – Safeguarding Officer
- Julie Knibbs – AHT inclusion
- Jane Burniston – AHT responsible for Personal Development

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Safeguarding team in the first instance. If there is a fear that a student is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate log made on My Concern which is highlighted as URGENT. 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. Safeguarding protocols should be followed.

Where a referral to CAMHS is appropriate, this will be led and managed by members of the Safeguarding team.

A definition of resilience

In the summer of 2019, at the Healthy Schools steering group, it was suggested that it would be advantageous to develop a locally agreed definition of what we mean by 'resilience' in relation to young people and our communities. Following consultation with key partners the following definition was agreed.

"*We want to support our communities to develop an environment that will enable young people to build the resilience to avoid risk taking behaviours, choose healthy lifestyles and improve their long term health outcomes. Resilience is a wide range of practical skills that provides people with the ability to cope with stress, adversity, failure and challenges. Resilience is evident when people have a greater ability to "bounce back" when faced with difficulties and achieve positive outcomes. However, resilience is not just about bouncing back from hard times, it is a set of life skills that guide people on how to approach situations in order to achieve the best possible outcome. It shows people how to bounce forward in everyday situations, keep things in perspective and thrive in life.*"

Why building resilience at St Peter's School is important

St Peter's School understands that when individuals have resilience, they are able to deal well with setbacks and make the most of opportunities. The capacity to be resilient lies in us all and it can be taught, modelled, measured and mastered. School lessons offer a perfect environment for young people to develop resilience skills alongside their peers as part of their education. Resilience is fundamental to personal development as it allows us to understand and express ourselves and have empathy and compassion for others.

The Cambridgeshire and Peterborough Healthy Schools Network and Support Service underpins the vital contribution that local schools make to help children and young people to develop and strengthen their emotional, physical and behavioral resilience to improve their health and wellbeing.

PHE and the Department for Education (DfE) recognises that "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy" (2021).

St Peter's School understands that all staff play a critical part in many different ways to help promote good mental health in children and to prevent later problems. They believe that this can be achieved through:

- A positive and supportive school ethos, creating an environment that enhances children and school staff's resilience and mental health.

- Accessing a range of extra-curricular activities that allow students to develop new skills and friendships in a safe and positive environment

- Curriculum-based activities that teach resilience skills and build social and emotional capacity.

- Making the most of positive peer relationships and staff who model resilient behaviours.

At St Peter's School, we aim to promote resilience for our whole school community, and recognise how important resilience and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's resilience is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about resilience and what they can do to maintain an optimistic and realistic outlook, with the right skills and strategies, including where they can go if they need help and support.

- St Peter's School actively encourages all students to Learn, Aspire and Exceed.

- Resilience is actively taught within Personal Development lessons, including at the start of Year 7 when resources from the 'Bounce Forward' Raising Resilience scheme are used.

- During lessons, students are asked questions, and are encouraged to participate in discussions, as we believe that the classroom is a safe environment for all students.

- Leadership opportunities such as the Duke of Edinburgh award, as well as peer mentoring in school are available to students. St Peter's School believes that such opportunities will help to create a sense of self, responsibility, and resilience.

Our aim is to help develop the protective factors which build resilience to mental health problems and enable the capacity to thrive in a school where:

- All children are valued.

- Children have a sense of belonging and feel safe.

- Children feel able to talk openly with their teachers

- Positive resilience and mental health is promoted and valued.

- Bullying is not tolerated.

Teaching about Mental Health

All staff have a responsibility to support social and emotional development, to build resilience and promote wellbeing through the wider curriculum.

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 Personal Development (PD) curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are 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 county framework and The Cambridgeshire Children and Young People's Health and Wellbeing Survey guidance to ensure that we tailor our teaching on mental health and emotional wellbeing, and deliver lessons in a safe and sensitive manner which helps rather than harms.

Any concerns raised/comments made by students during PD sessions will be referred to the Designated Safeguarding Lead following safeguarding protocols (see warning signs and managing disclosures below).

Signposting

St Peter's School will ensure that all staff, students and parents are aware of sources of support within school and in the local community. The provision map for mental health can be found in Appendix A. This map outlines the different support available, from a whole school need to targeted and specialist support.

We will display relevant sources of support in communal areas such as corridors, offices and toilets. We will also regularly highlight sources of support to students within relevant parts of the curriculum and during assemblies and to parents at for example information evenings.
Whenever we highlight sources of support, we will increase the chance of student help- seeking by ensuring students understand:

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

Many young people prefer to talk to young people rather than their teachers (Glazzard and Bostwick, 2018), and St Peter's School has set up a safe space for students with mental health issues that is run by Post 16 students. The CHATBAR is open at break and lunch times, and any lower school student can attend. Post 16 students are trained in Mental Health Awareness and the basics of Mental Health First Aid; they can signpost to relevant agencies and offer advice and support to younger students.

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 by using the school's safeguarding procedures.

Possible warning signs include:

- 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
- A change in behaviour
- 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
- Missing 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
- Difficult or dangerous behaviour

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.

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?' Staff cannot promise to remain confidential regarding a disclosure

All disclosures should be recorded on My Concern and should include:
- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation, being sure to capture the child's voice
- Agreed next steps

This information should be shared with the Designated Safeguarding Lead who will provide support and advice about next steps, and who will ensure that an appropriate referral is made. St Peter's School has a range of different pathways that we can signpost students to, and this can be found in Appendix A.

Confidentiality and consent

We should be honest with regards to the issue of confidentiality. If we feel there is a risk to self or others, it is necessary for us to pass our concerns about a student on due to safeguarding. 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

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. We will work in accordance with 'Keeping Children Safe in Education (2025)' and the school's Child Protection and Safeguarding Policy.

The Safeguarding team will make a decision about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

In line with St Peter's School's safeguarding processes, it is important to share disclosures with the Designated Safeguarding Lead; this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student and it ensures continuity of care in our absence and 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.

Working with All 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 St Peter's School will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our website and through the Support Available Padlet
- 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 Mental Health and Wellbeing policy easily accessible to parents
- Working with the Mental Health Support Team, share ideas about how parents can support positive mental health in their children through Parents and Information Evenings
- Keep parents informed about the mental health topics their children are learning about in PD and share ideas for extending and exploring this learning at home

Working with Individual Parents and Carers

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?
- Where should the meeting happen?
- Who should be present? (Consider parents, the student, other agencies, 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 are 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 on the child's Safeguarding File.

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 by the student who is suffering and their parents 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 / saying which may inadvertently cause upset
- Warning signs that their friend 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

The DfE's *Transforming Children and Young People's Mental Health Provision: A Green Paper (2017)* highlights how schools have a vital role in identifying mental health needs at an early stage. St Peter's School understands that it is therefore important for all staff to receive relevant and regular training about mental health issues faced by young people. As a MHST setting we are able to access regular training from the team, and working with the Trust, we can access relevant training through the YMCA. The DMHL is trained to deliver sessions around Anxiety, Self Harm, Suicide and Substance Misuse. Staff are also encouraged to access many of the Mental Health course available on the online platforms that the school subscribes to.

Policy Review

This policy will be reviewed every two years. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis to reflect significant changes. This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the school, for example on an educational visit.

Mental health Provision map St Peter's School

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
Universal – all students in the school can access this information. This level is about getting advice and support about developing positive mental health. The focus for whole school work is on prevention of mental health challenges by: Reducing stigma surrounding mental health Developing resilience in students Developing emotional literacy in students	Signposting Appropriate resources on mental health and wellbeing are available on the school website. There is also signposting in common areas such as: Tutor rooms Front corridor Safeguarding office Link corridor Sixth Form centre	Anni Matthew to attend regular local forums to ensure that information is up-to-date and appropriate	Lorraine Barr/Billy Charles – website admin Anni Matthew to ensure signposting is up to date	Anni Matthew
	Pastoral and safeguarding team can offer face-to-face advice on support and health.	Safeguarding team to ensure that Pastoral team have up to date and relevant details.	Ongoing training for all members of the pastoral team through the MHST/YMCA/online learning	Anni Matthew Mike Gregory
	Peer support operates in some year groups. Post 16 students working closely with Nurture students Year 11 student leaders will help weekly during year 7 tutor time to develop positive relationships.	HoY to contact Anni Matthew for support Anni Matthew and Louise Cleaver to ensure that Post 16 students have access to training. HB/HG team to monitor work in tutor time	Training for post 16 students	Anni Matthew/Nurture team and HB/HG to monitor support in place
	Tutors offer advice and monitor the everyday wellbeing of their tutees. Tutors should check-in regularly with their tutees regarding their wellbeing and will consistently signpost safe and appropriate resources	Mike Gregory and HoYs to ensure that tutors are touching base with students and referring to Safeguarding when necessary	Time to create resources for staff to share with students	Mike Gregory HOYs to observe tutor time
	Curriculum – students' access PD sessions in KS3 and	Jane Burniston AHT for PD	Training for staff delivering PD sessions.	Jane Burniston to ensure that lessons are fit for

	KS4. Drop down activities in place for KS5. The PD teachers have the opportunity to access training in delivering good psychoeducation.			purpose and following new advice and guidance
	An annual wellbeing survey and biannual health related behaviour survey give a good indication of the overall levels of mental wellbeing and identify further areas for support.	Anni Matthew – staff wellbeing survey Jane Burniston – health survey	Time for staff and students to complete the survey	Anni Matthew Jane Burniston
	The CHATBAR is open to all students at break and lunch times. Post 16 students are available to talk to younger students, and signpost different activities, support sites that can help. 1:1 peer support is available for all students in KS3/4	Anni Matthew to ensure that the space is working. Anni Matthew and Louise Cleaver to ensure good note taking from post 16 students, and share with safeguarding when necessary.	Training for Mental health ambassadors. Resources for the room.	Anni Matthew

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
Targeted support– Students in school can access support with emerging mental health issues. This level is aimed at providing early intervention to help in resolving emerging mental health issue. At this stage students present with some behaviours typical of mental health issues. Mental health issues may impact on a student's ability function but students are able to attend school regularly (attendance between 95% - 90%) and engage with most activities. Cause of mental health issues is unlikely to be related to abuse or significant safeguarding concerns. There is a minor risk to self/others presented by young person.	Signposting to services specialising in bereavement and grief counselling (STARS, Winston's Wishes, Cruze).	Safeguarding team to advise HoYs on the right referral pathway.	Different training packages available for year teams will ensure that staff are able to recognise MH concerns	Anni Matthew/Mike Greogory/Safeguarding team
	Identification and pastoral support for students with emerging mental health needs through 1:1 mentoring.	HOYs/SSMs to allocate support work within their teams (e.g. SSM to check-in regularly with identified students) HoY to refer to Rachel Mckinnon if student is dealing with low level anxiety	Tutors – mental health awareness training (Delivered whole school). All staff to complete Anxiety training	Mike Gregory/HoYs/Anni Matthew
	Guided access to self-referral services such as Kooth, Shout, Chat health	HoYs/SSM are aware of the different APPs and Websites that students and their parents can access.	Anni Matthew to continue to update MHWB padlet and share with staff, parents and students.	HOYs to monitor student access to self-referral services through regular check-ins
	Referral to short-term intervention through the MHST	HOYs/SSMs to assess student needs and refer to Anni Matthew who will contact MHST	HOY /SSMs– mental health training and regular updates	Anni Matthew to monitor provision and continue to liaise with the MHST
	Referral to longer-term counselling via 'in-house' counsellor	HoYs and SSMs to assess student need and refer to Safeguarding team.	HOY/SSMs – mental health champion training and regular updates	Nicky O'Connell to monitor number of sessions and students involved. Accurate logging of sessions to be completed by Mel Wiseman
	Referral to Thrive/Diocese of Ely/Olive/Dog therapy for short term intervention	HoYs and SSMs to assess student need and refer to Safeguarding team.	HOY/SSM – mental health champion training and regular updates	Staff in charge of interventions to monitor effectiveness
	Referral to A Mindful Paws for short term intervention	HoYs and SSMs to assess student need and refer to the Safeguarding team.	HOY/SSM – mental health champion training and regular updates	Safeguarding team to monitor referrals and allocations.
	Referral for support by local authority (EHA process and support)	Rachel McKinnon to talks to HoYs/SSM/Safeguarding team and then refer via LiquidLogic	HoY/SSM – mental health training Rachel McKinnon continual training for LiquidLogic	Safeguarding to monitor and track referrals made.
	Signposting and referral to Early Intervention Family Worker for support with	Rachel McKinnon to talk to HoYs/SSM/Safeguarding team and then refer via Liquid Logic	Rachel McKinnon time to meet with parents and students.	Safeguarding to monitor and track referrals made.

	emerging parenting needs			
	Outreach to vulnerable groups: Young carers – regular reminders to identify young carers and regular support	Jose Cox to appoint a YC Champion. In the meantime to liaise with Becca Bryant a Centre33	Training for whole staff in identification and working with young carers	Jose Cox/Anni Matthew to monitor support in place
	Outreach to vulnerable groups: Students with disabilities and medical issues	wellbeing of students with medical needs		
	Outreach to vulnerable groups: Disadvantaged students	HOYs/SSMs to monitor wellbeing of students. Students who are under achieving can be referred to Shirley Newton (Academic mentor)	Training for Shirley Newton is understanding mental health and how to talk to students.	Agnes Davies to monitor and track the work of Shirley Newton.
	A referral to Younited (single point of access for CAMH).	Rachel McKinnon Mel Chubb counsellor Safeguarding team	Training on the Younited referral process	Anni Matthew/Mike Gregory

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
Specialist support - – Students in school can access support with significant mental health issues . This level is aimed at providing support to help in resolving mental health issues and increasing student's participation in learning in school. At this stage students present with behaviours typical of mental health issues. Mental health issues have an impact on a student's ability to engage with most activities. Students may be school refusing regularly or unable to attend school full-time. Causes of mental health issues is may be related to abuse or significant safeguarding concerns. There is a risk to self/others presented by young person.	Students who present with anxieties about attendance at school or who have difficulties attending school due to mental health issues may be placed on a reduced timetable for a phased return and an Individual Alternative Education Plan	AHTs to ensure that the right students have access to an IAEP		Emma Butler Christopher Bennet
	Students with disordered eating and eating disorders can be referred to/signposted by the MHST. Safeguarding to liaise with GP through safeguarding network meetings.	HoYs/SSMs to refer to Anni Matthew.	DMHL/Ongoing CPD related to eating disorders	Anni Matthew
	Where the cause of mental health issues is likely to be a significant safeguarding concern a social care referral or urgent referral to 111 option 2 is made by the safeguarding team.	Safeguarding team	Mental Health Champion/ongoing CPD related to safeguarding	Anni Matthew
	Keyworker/single point of contact established for student and their family/carers.	HoYs/SSMs to be this contact. Information to be shared with safeguarding, and if necessary members of teaching staff.	Ongoing CPD/	Mike Gregory