



King James's School & Boroughbridge High School Federation
POLICY STATEMENT

Positive Mental Health & Wellbeing

Policy last reviewed (date)	January 2026
Policy ratified by Governors	February 2026
Next policy review due (date)	January 2027
Due for review by Governors (date)	January 2027
Staff Lead	BHS - Assistant Head (Student Experience and Welfare) KJS – Assistant Headteacher – Senior SENCo and DSL

Significant Revisions since the last review:

Changes and expansion of the content. Additional areas include:
 aims, lead staff, teaching and managing, staff training, whole school approach activities, warning signs, and working with parents.

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Section 1: General Statement

This policy has been written in conjunction with the school's child protection and safeguarding policy. The policy is for staff, pupils, governors, parents, carers and professionals involved in developing positive mental health and wellbeing for all.

Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. (World Health Organisation)

We are committed to supporting and promoting positive mental health for every member of our staff and student body. We aim to use 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. With the development and implementation of 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.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the approach that positive mental health is everyone's business and that we all have a role to play.

Section 2: Policy Aims:

- Help comprehend emotions and feelings
- Promote positive mental health in all staff and students
- Increased understanding and awareness of common mental health issues
- Create an environment that is comfortable for sharing concerns or worries
- Provide support for those suffering or those support those with mental ill health
- Develop emotional resilience and to manage setbacks

Section 3: Promotion of a mentally healthy environment:

- Promote school values and encourage a sense of belonging
- Promoting student and staff voice, along with opportunities to participate in decision-making
- Celebrate academic and non-academic achievements
- Providing opportunities through education and environment to develop a sense of worth
- Providing opportunities to reflect
- Access to appropriate support

Section 4: Aims are pursued through:

- Universal and whole school approaches
- Support for pupils going through recent difficulties
- Referrals to specialised and targeted support for those with more complex or long-term difficulties
- Individual plans in conjunction with external agencies
- Support sourced in conjunction with medical and SEND needs

Section 5: Lead Members of Staff:

- Designated Safeguarding Lead
- Senior Mental Health Leads
- Pastoral Team
- SEND Team
- Lead First Aiders/Nurse
- NHS Wellbeing in Mind Team
- Human Resources Team
- School Counsellors

Section 6: Teaching and Managing Positive 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 comprehensive PSHE curriculum and tutor programmes of activities. The curriculum is spiralled so that it ensures to cover all aspects but is targeted and age-specific.

We prepare sessions to teach our pupils about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students own emotions as well as those of other people.

Students learn about different types of health, including mental, social and physical health. They focus on different emotional states, including stress, depression, anxiety, loss, anger and the effects of these on the body. They look at factors that affect our emotional state and techniques that can help us to deal with different emotions, including mindfulness and stress management.

Students will analyse the impact of having a mental health condition, and reflect on the impact that mental health conditions can have on someone's life. They develop an understanding of stigmas in relation to a mental health condition and how to empathise with people who suffer from mental health stigmatisation. They learn about different types of eating disorders, understanding why eating disorders develop and why people may self-harm.

We use lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Section 7: Whole School approach activities:

School is committed to developing a whole school approach to wellbeing for all students, teachers, support staff, families and other members of the school community.

We work alongside the Wellbeing in Mind Team in order to develop a Wellbeing 'Plan on a page' for each school term. This will outline the priorities for the coming term, in relation to mental health and wellbeing.

Priorities include developing wellbeing content for the school website, developing PSHE materials, developing the Wellbeing Ambassador Programme in school, delivering staff training and developing Wellbeing policies. The aim of this work is to promote wellbeing for all of the school community and develop a culture of support and positive wellbeing. The Plan on a Page will identify changing needs and who will action each area or action, so it will be clear who is responsible for working on this, and to make Wellbeing a priority for everyone in school.

Section 8: Staff Training:

All staff will receive training and updates around promotion of positive mental health, recognising mental health indicators, along with specific training for staff members who are supporting directly with those who are experiencing vulnerabilities. Staff will have support and signposting in their own mental health and wellbeing.

As well as the core offer of training in school, the Wellbeing in Mind Team are able to offer additional and bespoke training to staff around mental health and wellbeing. School supports staff that wish to complete further training with external specialist services.

Training needs can be identified by staff and the Wellbeing in Mind Team by looking at themes that occur commonly during informal consultation sessions and within the wider school community.

Any disclosures that are made must be reported in accordance with the child protection and safeguarding policy and procedures. When disclosures are made we must be honest around confidentiality as no adult can guarantee confidentiality and we must be clear in how we will proceed with disclosures:

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

Section 9: Warning Signs:

School staff receive training on recognising warning signs and may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs are taken seriously and staff observing any of these warning signs should discuss the young person with the appropriate pastoral team member. For serious issues or safeguarding concerns, staff members should talk to the designated safeguarding lead at the earliest opportunity.

Possible warning signs:**Physical**

- Physical signs of harm that are repeated or appear non-accidental
- Struggling to sleep or difficulty in relaxing and appear restless
- Fatigue
- Repeated physical pain or nausea with no evident causes
- Indigestion or upset stomach
- Headaches
- Tension in the body
- Appetite and weight changes (changes in eating patterns)
- Joint and back pain
- Changes in vision or speech
- Panic attacks

Psychological

- Anxiety or distress
- Expressing feelings of failure, uselessness or loss of hope
- Changes in mood
- Feeling low
- Tearfulness
- Indecision
- Loss of motivation
- Loss of humour
- Increased sensitivity
- Distraction or confusion
- Difficulty 'switching off'
- Lapses in memory or memory loss
- Difficulty taking in information
- Seemingly illogical or irrational thought processes
- Responding to experiences, sensations or people not observable by others

Behavioural

- Skipping PE or getting changed secretly
- Changes in clothing eg long sleeves in warm weather
- Talking or joking about self-harm or suicide
- Changes in eating habits
- Increased isolation from friends or family, becoming socially withdrawn
- Uncharacteristic problems with peers
- Changes in activities or mood
- Lowering of academic achievement
- Secretive behaviour
- Abusing drugs or alcohol
- Disruptive or antisocial behaviour
- Risk taking
- Irritability, anger or aggression

- Intense or obsessive activity
- Repetitive speech or activity
- Not coping with a difficult family circumstance e.g. separation, bereavement
- An increase in lateness or absenteeism

Section 10: Working with parents/carers:

Where it is deemed appropriate to inform parents, we need to have a sensitive approach. Before disclosing to parents/carers, we should consider that, for a parent, hearing about their child's mental health can be upsetting and distressing. They may therefore respond in various ways which should be prepared for and allowing time for the parent to reflect and come to terms with the situation. We provide further direction of support as well as encouraging further contact with school representatives. A discussion should always end with next steps/points of action and a confidential record of the meeting and any points discussed/agreed should be kept securely. Where appropriate this information should be added to a student's support plan/risk assessment.

Signposting to support

Teaching and training includes signposting to relevant services and sources of support within the school and the local community. Signposting of services can also be located on the school's wellbeing and safeguarding pages.

The Wellbeing in Mind Team (WiMT), based in school, have created a signposting directory, including local and national services who offer support in a variety of areas.

Within the school (noticeboards, posters) and through our communication channels (newsletters, social media and email updates), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students and the wider school community understand:

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

We will:

- Highlight sources of support available for both young people and parent/carer including the school website and NHS Wellbeing in Mind Team
- Ensure everyone knows who they need to talk to and how to access the service
- Make the policy easily accessible to all
- Share support and promotion of positive mental health through the website, information updates and regular information evenings
- Keep parents and carers informed of mental health topics being covered within students learning along with sharing ideas for extending and exploring the learning at home

We will support staff members with their mental health and wellbeing and they can access support through their line managers, human resources team, and North Yorkshire Health Assured.

Targeted support

We recognise that some young children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with mental health conditions, those living in households experiencing domestic violence, those who have experienced trauma, and young people from marginalised groups.

The skills within the staff members of the Wellbeing in Mind Team and the school's Pastoral Teams mean that they are able to identify issues early, collaborate with others, determine potential risks and provide early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral or signposting to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working closely with services to follow various protocols including assessment and referrals
- Identifying and assessing in line with the Early Help Assessment Tool, children who are showing early signs of anxiety, emotional distress or behavioural problems
- Discussing options for tackling these problems with the child and their parent/carers. Agreeing a support plan is the first stage of stepped care approach.
- Providing a range of intervention that have been proven to be effective, according to the child's needs
- Ensuring young people have access to pastoral care and support, as well as specialist services, including the Wellbeing in Mind Team and our (soon to be in place) School Counsellor so that emotional, social and behavioural problems can be dealt with as soon as they occur
- Providing young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of policies and protocols regarding confidentiality

Providing young people

- Opportunities to build relationships, particularly those who find it difficult to seek support when they need it
- Identification, assessment, and support of young carers under the statutory duties outlined in the Children's and Families Act 2014

Working with other agencies:

As part of our targeted support and provision the school will work with other agencies to support the emotional health and wellbeing of all using:

- The Emotional Health Resilience Team
- Compass Phoenix
- NHS Wellbeing in Mind Team
- School Counsellor (In place from February Half Term 2026)

- Education Psychology Service (where applicable)
- Medical Education Service
- Behaviour and Attendance Support through Springwell Harrogate (pupil referral unit)
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Wellspring Counselling Service
- Just B Harrogate (Bereavement Support)
- Early Help Assessments (Children and Families Service)
- Therapists
- Young Carers
- Young Minds
- BEAT (Eating Disorders Charity)
- Any other services that are applicable

Where referrals are made, with the relevant consent, to external services a copy of the referral is kept securely along with the outcomes within the student's individual confidential records.

Supporting Peers

Wellbeing Ambassadors

As part of the school's commitment to Mental Health and Wellbeing, we are working with the Wellbeing in Mind Team to run a 'Wellbeing Ambassadors' programme in school.

This programme consists of pupils from each year group, who have volunteered to support the Wellbeing initiative in school. Their role will consist of gaining feedback from their peers and feeding it back, working on projects such as developing wellbeing noticeboards, delivering assemblies or classes alongside the Wellbeing in Mind Team and developing resources, the school website and communication information sharing methods.

They will also be trained in foundation knowledge around mental health and will know how to spot the signs of those struggling with their wellbeing. They will have a good knowledge of the support that is offered in school and will signpost their peers towards this. They will not be expected to act as Peer Mentors or to offer any ongoing support to their peers.

Supporting friends and peers who are struggling

When a student is suffering from mental health conditions, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents/carers with who we will discuss:

- What is helpful for friends to know and what they should not be told
- How friends can best support them
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs that their friend needs help (signs of relapse)

We want to highlight with peers where and how to access support for themselves, safe sources of further information about their friends' condition and healthy ways of coping with the difficult emotions they may be feeling.

Appendices of Support

Support and contacts



North Yorkshire Safeguarding Children Partnership (NYSCP) undertakes the work of formerly North Yorkshire Children's Trust and North Yorkshire Safeguarding Children Board with the aim to ensure all children in North Yorkshire are safe, happy, healthy and achieving.

<https://safeguardingchildren.co.uk>

01609 535123



We're here, day or night, for anyone who's struggling to cope, who needs someone to listen without judgement or pressure. Samaritans is not only for the moment of crisis, we're taking action to prevent the crisis.

<https://www.samaritans.org>

0845 7909090 or 0330 0945717



Kooth is a free safe and anonymous support for 11-19 year olds online.

<https://www.kooth.com> or if urgent call 101

YOUNG Mi MINDS

YoungMinds is a national charity committed to improving the mental health of all children and young people. Parent Helpline 0808 8025544 free for mobiles and landlines – Monday to Friday for concerns relating to child/ young person’s mental health up to the age of 25.

<https://youngminds.org.uk>

0808 8025544

childline

ONLINE, ON THE PHONE, ANYTIME

Childline is a private and confidential service for children and young people up to the age of 19. You can contact a Childline counsellor about anything -no problem is too big or too small.

<https://www.childline.org.uk>

0800 11 11



Children’s Adolescent Mental Health Service - single point of access for advice and support.

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs>

0300 0134778 or Harrogate 01423 726900



A charity specialising in Mental Health. Its website has links to support, information and advice.
<https://mind.org.uk>



A website for young people providing free, confidential drugs information and advice 24 hours a day.
<https://www.talktofrank.com>



Brook provides free and confidential sexual health advice and contraception to young people under the age of 25.
<https://www.brook.org.uk>



Through CEOP you can report online sexual abuse or content.
<https://www.ceop.police.uk/safety-centre>

NSPCC

The NSPCC helps children who have been abused to rebuild their lives, protect those at risk and find the best ways of preventing abuse from ever happening.

<https://www.nspcc.org.uk>

0808 800 5000



NYAS provides advocacy and legal services to children and young people in North Yorkshire.

<https://www.nyas.net>

0151 649 8700



A useful website for parents and students where you can access advice and information.

<https://www.anti-bullyingalliance.org.uk>



Parents Protect help parents and carers protect children from sexual abuse and exploitation.

<https://www.parentsprotect.co.uk>

The following website links provide advice and information for parents:

- <http://www.idas.org.uk> (domestic violence)
- <http://www.ceop.police.uk/> (Online communication and abuse)
- <https://www.thinkuknow.co.uk/parents/> (protecting children on and offline)
- <http://www.nwgnetwork.org/> (tackling child exploitation)
- <http://www.childline.org.uk/Pages/Home.aspx>
- <http://paceuk.info/> (parents against child exploitation)
- <http://www.stop-cse.org/saysomething/> (stop child sexual exploitation)
- <https://www.net-aware.org.uk/> (online safety)
- <https://cyps.northyorks.gov.uk/prevent> or <https://www.nypartnerships.org.uk/prevent> (extremism)
- **North Yorkshire Police Advice for Parents** - Parental controls, setting boundaries, your child's online life
- **Internet Matters** - Helping parents keep their children safe online
- **IWF-Internet Watch Foundation** - Reporting criminal online content including child sexual abuse images Where to go and what to do
- **UK Safer Internet Centre** - Online safety guidance
- **Sexting** - 'So You Got Naked Online' help booklet. Don't panic, things can be done. UK Safer Internet Centre.

Staff Support

Health Assured

Support provided includes: Employee assistance programme, Trauma management and Wellbeing support.

Website = <https://www.healthassured.org/>

Phone Number = **0844 8910356**

Education Support

Support provided is directly aimed at those working within education: can support with working life, stress, depression, anxiety, finances, bereavement, personal life and self care.

Website = <https://www.educationsupport.org.uk/resources/for-individuals/>

Helpline = [08000 562 561](tel:08000562561)

Remploy

Offers a free and confidential Workplace Mental Health Support Service for anyone absent from work or finding work difficult because of a mental health condition. It aims to help people remain in, or return to, their role.

Website = <https://www.remploy.co.uk/>

Mind

Leading mental health charity that can provide information, guidance and support around your mental health.

Website = <https://www.mind.org.uk/workplace/mental-health-at-work/>

Phone number = [0300 123 3393](tel:03001233393)

Time to Change

Organisation which is led by Mind and Rethink Mental Illness—funded by comic relief and the national lottery as well as the department for Health and Social Care.

Website = <https://www.time-to-change.org.uk/>

Anna Freud

National centre for children and families which provides information, advice, training and support.

Website = <https://www.annafreud.org/>

Federated Policy Addendum

	Boroughbridge High School	King James School
Designated safeguarding lead	Tammy Godsell-Wright Associate Assistant Head	Alison Knight
Deputy designated safeguarding lead	Rob Grierson - Deputy Head Penny Town - Associate Assistant Head Lynn Donnelly – Pastoral Manager	Sarah Kinsey-Stephens – Family Support Officer Lisa Holdsworth – Assistant Head John O’Hara – Assistant Head Tom King – Associate Assistant Head
Lead first aider/nurse	Tammy Godsell-Wright Wendy Firth	Tammy Miles
Mental health first aider	Fiona Hirst, Lynn Donnelly, Linda Broadhurst and Nancy Webb	
Records stored	Bromcom	CPOMS
Website link	Wellbeing section on website	Wellbeing section on website