

# Littleover Community School



## and Sixth Form Centre

### Student Mental Health and Emotional Wellbeing Policy

January 2026

School Leader	Lou Jenkins
Link Governor	Andrew Booth

Policy approved on (date):		21/01/2026	
By:	Full Governing Board	Signed:	

Last reviewed on:		December 2025	
By:	Lou Jenkins/Liz Boulton	Signed:	<i>L Jenkins</i>

Date of next review:	01/01/2028
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## 1. Policy Statement

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*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)*

At Littleover Community School (hereafter referred to as LCS), we are committed to promoting positive mental health and emotional wellbeing to all students, families, members of staff and governors. We pursue this aim through universal, whole school approaches, specific teaching and learning within PSHE 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. By developing and implementing 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.

## 2 .Scope

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This Policy outlines LCS's approach to promoting mental health and wellbeing and is intended as guidance for all teaching and non-teaching staff, as well as governors.

It should be read in conjunction with other relevant school policies relating to Safeguarding, Health and Safety, medical needs and SEND, including but not limited to:

[Safeguarding-and-child-protection-policy-sept25.pdf](#)

[Bereavement\\_policy.pdf](#)

[Anti-bullying-policy-2025.pdf](#)

[Attendance-policy-sept-25.pdf](#)

[SEND\\_policy\\_jan2024.pdf](#)

[RSE-and-health-education-policy-2025-2026.pdf](#)

## 3. Policy Aims

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This Policy focuses on student's mental health and wellbeing and aims to set out the school's approach to promoting positive mental health and wellbeing across our school:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers

## 4. Key Roles and Responsibilities

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This policy aims to ensure all staff can confidently take responsibility to promote the mental health of students and staff, proportionate to their role and level of contact with students. In addition to every staff member's personal responsibility, some key staff have a specific remit:

### **Link Governor for Mental Health and Wellbeing, in conjunction with the Full Governing Body**

- Holds the Headteacher and relevant Senior Leaders accountable for ensuring policies and procedures relating to mental health are implemented and reviewed on a regular basis or in response to significant concerns or incidents.

### **Headteacher**

- Holds the Designated Safeguarding Lead (DSL), Senior Mental Health Lead (SMHL) and relevant Senior Leaders accountable for ensuring policies and procedures relating to mental health are implemented and reviewed on a regular basis or in response to significant concerns or incidents.
- Ensures there is a clear and purposeful curriculum within PSHE to educate students about identifying concerns, proactively managing mental health and signposting to supportive agencies.
- Ensures issues and concerns relating to the safeguarding of students with mental health struggles or illness are addressed in a timely and supportive way.

### **Relevant lead staff**

- Designated Safeguarding Lead and Youth Mental Health First Aider: Lou Jenkins
- Senior Mental Health Lead and Youth Mental Health First Aider: Liz Boulton
- SENDCO: Bernadette Bush
- PSHE Co-ordinator: Jennifer Oversby

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Designated Safeguarding Lead or Mental Health Lead in the first instance.

If there is a fear that the student is in danger of immediate harm due to mental health, the Designated Safeguarding Lead and Medical Officer (if harm is suspected, being threatened or has occurred) should be notified immediately, and in person, by the member of staff who has identified the concern. If these staff are not available, the Headteacher or Senior Lead on Call should be alerted. The student should not be left unsupervised and the Medical Officer and Designated Safeguarding Lead will then make relevant referrals to emergency services and safeguarding agencies as required.

## 5. Teaching Mental Health

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The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

At LCS, we incorporate the PSHE Association guidance into our curriculum, embedding and building on prior learning throughout Keystage 3 and 4. LCS promotes students' wellbeing through the development of healthy coping strategies and an understanding of personal emotions as well as those of other people.

Additionally, we will use such 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.

Our curriculum enhances pupil self-esteem and personal development through:

- Information, advice and guidance on sex and relationships
- Safeguarding and safety topics
- Careers advice
- Opportunities for student voice and leadership, through the school council
- The LCS 'Passport'
- An emphasis from all staff on praise and reward.

## 6. Signposting

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We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, student areas, toilets etc.), sources of support are displayed and are also linked to on our school website. This enables pupils and parents/carers to become aware of how they can get help and support outside of school.

The DSL and ADSL are available to provide further information to pupils and parents/carers if they want to learn more about what support is available and their contact email is widely shared throughout the school and the LCS website to encourage pupils, parents and carers to make contact.

Through our communication channels (assemblies, tutor time, websites, parent newsletter, social media), we will share and display relevant information about local and national support services and events.

We aim to ensure students understand:-

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

## **7. Support for Students and Families**

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### **School-based support and intervention**

- The Pastoral system is based around Form Tutors, Heads of Year, Assistant Heads of Year and behavioural attendance
- The Form Tutor is the first source of support for parents and carers if there are day-to-day issues for any student followed by the Head of Year.
- Students identified as requiring additional support will be triaged in Head of Year and Vulnerable Child meetings. These meetings of pastoral leaders and key staff then identify the best team/individual to support individual students: Learning Support Key Workers, Wellbeing Coaches, Inclusion, Behaviour or EBSNA (Emotionally Based School Non-Attendance) Mentors.
- The Safeguarding and Wellbeing Team are trained Youth Mental Health First Aiders and use this to promote positive mental health, identify and respond to any emotional health crisis that poses a risk to the student and ensure that any student receives timely, appropriate support.

### **Universal Offer**

All students can use drop-in times to speak with a member of the wellbeing team, without need for permission or an appointment. These drop-in times are:

8.20am – 8.40am

11am – 11.20am

1.20pm – 2pm

3pm – 3.15pm

The Wellbeing Coaches also run a relaxed wellbeing space on Monday and Friday lunchtimes, in C14, where students can come and take advantage of a quiet space with group activities, a chance to chat or just sit quietly with the wellbeing coaches.

### **Referral to the Wellbeing Team for targeted support**

- Where students are experiencing enduring poor wellbeing or barriers to coping with life pressures, referral can be made, in school, to the experienced wellbeing coach team.
- Anyone can refer a student: parent/carer/ staff member or the student themselves.
- In order to reduce barriers, there is no referral paperwork to complete, the referrer makes contact with the Designated Safeguarding Lead or Assistant Safeguarding Lead by email, telephone or (if the student refers themselves) by dropping in to the Wellbeing Hub in C14a and speaking to the team.
- Once a request for support has been made, the student will be seen by a Coach who will work with them to identify what they want to discuss, work on and improve during their coaching.
- Wellbeing Coaching is a time-limited offer of 6 – 8 sessions, with the intention that students develop positive coping strategies and self-understanding, to be able to cope independently. However, students can re-refer themselves at a later point if new issues arise.
- Wellbeing Coaching could be provided as 1:1, a group workshop or a specialised, therapeutic programme; depending on the initial assessment of the student's needs, understanding and comfort levels.

## **External Support**

Where students are identified as having significant needs which cannot be met by provision, as described, in school, the relevant lead staff may speak to parents to make external referrals for support including, but not limited to:

[CAMHS](#)

[Compass Changing Lives](#)

[School Health Team](#)

[Early Help - Derby City Council](#)

LCS also signposts students and parents to national organisations who are recognised by the NHS and/or [Derby Safeguarding Children Partnership](#) . These organisations offer support to young people around mental health and wellbeing and include national, charitable organisations who provide trained specialists who can talk to and advise young people, professionals and parents and carers about a variety of wellbeing matters, including in times of crisis.

LCS signposts a variety of agencies including but not limited to:

[Kooth](#)

[Childline](#)

[Samaritans](#)

[Shout](#)

[YoungMinds](#)

[Papyrus UK Suicide Prevention](#)

## **8. Signs of Poor Mental Health**

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Staff receive annual safeguarding training and 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 alert the Designated Safeguarding and Wellbeing Lead and record any concerns on the Safeguarding system (CPOMS).

Possible warning signs, which all staff should be aware of include:

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|---|---|
| ▪ Changes in eating / sleeping habits   | ▪ Secretive behaviour                                     |
| ▪ Increased isolation from friends or family, becoming socially withdrawn       | ▪ Skipping PE or getting changed secretly                 |
| ▪ Changes in activity and mood  | ▪ Lateness to, or absence from school                     |
| ▪ Lowering of academic achievement  | ▪ Repeated physical pain or nausea with no evident cause. |
| ▪ Talking or joking about self-harm or suicide                                  | ▪ Change in attitude in lessons or academic achievement.  |
| ▪ Abusing drugs or alcohol  | ▪ Change in their level of personal hygiene.              |
| ▪ Expressing feelings of hopelessness, worthlessness or feeling like a failure. | ▪ Rapid weight loss or weight gain.                       |
| ▪ Changes in clothing – e.g. long sleeves in warm weather                       | ▪ An increase in lateness or absenteeism                  |

## 9. Recognising a Mental Health Crisis

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- Physical injuries that are repeated or appear non-accidental
- Expressed suicidal ideation where young people speak of not wanting to 'be' and express hopelessness
- Young person has made a plan of how or when to cause significant self-harm or end their life
- Complete withdrawal from people and refusal to /distress when interacting with others
- Persistent low mood and depression that stops daily functioning
- Psychosis: loss of contact with reality which may involve seeing or hearing things that others can't (hallucinations) or believing things that are not true (delusions)
- The Safeguarding and Wellbeing Team are trained Mental Health First-Aiders, trained to identify signs/indicators of poor emotional health and mental health crisis. However, no member of staff is qualified to diagnose mental health. Concerns raised should always be signposted to appropriately qualified services for mental health.

## 10. Targeted Support

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We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, but not limited to, those who are in care, young carers, those with additional needs, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence and those who have protected characteristics such as members of the LGBT+ community. We recognise how students in school, who are affected by Adverse Childhood Experiences (ACEs), may struggle and that these students may need targeted support.

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

- Communicating at the earliest opportunity with parents/carers
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, mental health and behavioural problems;
- Working closely with Derby City Council Children's Services, Derby CAMHS, the Virtual School, School Health and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems, by applying the Derby and Derbyshire Threshold Document to individual cases.
- Discussing options for addressing concerns with the child and their parents/carers.
- Providing a range of interventions 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 Derby CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide 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 local community and education policies and protocols regarding confidentiality;

- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **11. Managing Disclosures**

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If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, reassuring and non-judgemental.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/ADSL in a timely way. All disclosures are recorded and stored in the student's confidential child protection file.

When making a record of a disclosure, staff will include:

- Date, time and context of the disclosure
- Name of the member of staff to whom the disclosure was made
- Nature of the disclosure and main points from the conversation
- Any questions asked or support offered by the member of staff
- Actions already taken
- Name and role of anyone else who has been made aware of this concern, with rationale for sharing.
- That the information will be shared with the DSL / ADSL

## **12. Confidentiality**

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Staff will not promise a pupil that they will keep a disclosure a secret, they will ensure students are told that confidentiality can't be kept where there is a risk of harm.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing.
- The support put in place for the student will be dependent on the member of staff being at school, therefore it needs to be passed to the Safeguarding Team to coordinate support.

Staff should always share disclosures, in a timely way, with the Safeguarding Team. If information needs to be shared with other members of staff or external professionals.



If a member of Safeguarding staff feels it is necessary to pass on mental health or emotional wellbeing concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Where appropriate, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague in the Safeguarding Team this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

In the case of high or immediate risk to the student, as a result of poor mental health, parents are usually informed. Where it is judged that there is low risk of immediate harm, the student will be encouraged to tell their parents themselves, before school staff make contact with the parent to offer support and signposting. If this is the case, the member of safeguarding staff will agree with the student, as to when they will contact parent/carer.

If a student gives us reason to believe that informing parents would put them at increased risk, or there are child protection concerns, parents will not be informed, but the child protection procedures will be followed and advice sought, as a matter of priority, from Children's Services.

## **13. Whole School Approach**

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### **Safeguarding Procedures**

Child mental health and emotional wellbeing is a safeguarding priority. All concerns should be addressed and followed up in a timely way and careful logs made of the concern and follow-up actions and communications.

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

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

All staff are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which staff recognise and understand that the parent may need time to reflect and come to terms with the situation.

Staff should always try to signpost parents/carers to available support within school or externally. At the end of any meeting or discussion, lines of communication should be kept open should the parents have further questions or concerns. Staff should offer and agree a follow-up meeting or phone call, if parents/carers or the student feel this would be supportive.

## 14. Supporting Parents

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We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve the offer of an Early Help Assessment or other referral to a universal agency.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

### Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with students in order to break down stigma
- Using appropriate opportunities within the curriculum to consider and discuss mental health and wellbeing
- Encouraging students to disclose when their mental health is deteriorating and to disclose concerns for friends

## 15. Supporting Peers

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

## 16. Training

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- Staff will be offered training so that they can have a good understanding of what students' mental health needs are, how to recognise the warning signs of mental ill health and understand the process to follow if they identify a student in need of support.

- 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 to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.
- 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 students.
- Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.
- Suggestions for individual, group or whole school CPD should be discussed with the DSL who can also highlight sources of relevant training and support for individuals as needed.

## **17. Policy Review**

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This policy will be reviewed every two years as a minimum. The next review date is September 2027

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Lou Jenkins (Designated Safeguarding Lead and Liz Boulton (Senior Lead for Mental Health)