



Mental Health & Well-being Policy for Learners

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Related Documents		
Guidance		
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Policy statement

At Bradford Academy, we are committed to supporting the mental health and wellbeing of our learners and staff.

Our culture is supportive, caring, and respectful. We encourage learners to be open and we want each learner to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At Bradford Academy, positive mental health is everybody's responsibility. We all have a role to play.

Policy Scope

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside other relevant school policies.

Policy Aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At Bradford Academy, we will always:

- Help learners to understand their emotions and experiences better.
- Ensure our learners feel comfortable sharing any concerns and worries.
- Help learners to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all learners and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our learners' voices and giving them the opportunity to participate in decision making.

- Celebrating each learner for who they are and making all learners feel known, valued, understood and guided.
- Adopting a whole school approach to mental health and providing support to any learner that needs it.
- Raising awareness amongst staff and learners about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in learners.
- Supporting staff who are struggling with their mental health.
- Key staff members

All staff members have a responsibility to promote the mental health of learners and each other.

However, certain staff members have a specific role in the process.

Staff role	Named colleague
Designed Safeguarding Officers	Jen Jakes Primary Principal Chris Rowbottom Secondary Principal Jane Berry Associate Assistant Principal Safeguarding Nasreen Kauser- Safeguarding Helen Bowers - Safeguarding Rebecca Whiteley- Associate Assistant Principle SENCo
Pastoral team secondary	Pastoral Team for secondary: Gary Liburd & Nikita Evans Mariya Rani & Zara Javed Josh Lang & Zara Javed Mel Slater & Becky Harris Scott Hinsley & Becky Harris Zahra Bibi-Khaliq RESET
Heads of Year Secondary	Mark Geraedts (7) Mackenzie Thibault (8) Rob Ratcliffe (9) Warren Clark (10) Haydan Fox (11) Sam Taylor (Post 16)
Phase leaders Primary	Jenny Raine Early Years Georgia Hitch KS1 Amy Bedford KS2
SENCo	Georgia Hitch Primary Rebecca Whiteley Secondary Tanyha Roberts & Susan Riley (Deputy SendCo)
Safeguarding Governor	Rebecca Lacey

If a member of staff is concerned about the mental health and wellbeing of a learner, then in the first instance they should enter the concern on CPOMS and if appropriate speak to Jane Berry (All Through DSL).

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

- Teaching about mental health

Our curriculum offer is developed to give learners the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. In the secondary phase this is delivered through PSHE and the Character Curriculum as part of their PD sessions during Form Time. Primary to add

We will regularly review our curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide learners with strategies to help keep them mentally well.

- Support at school and in the community

We have a range of support available in school for any learners struggling, as listed below:

- Safeguarding team
- Pastoral team
- School nurse- CAMHS referrals
- First aider

Internal school counsellor service- to support mental health of learners, including anxiety, following significant periods of lockdown. Referral system is in place.

Staff counsellor also sees staff within in school to support well-being.

There is also a range of external support networks available for children in the local community. This may include:

- CAMHS
- Youth service allocated workers.
- Early help
- MIND Bradford
- NHS mental health team
- BRIDGE project
- Barnardo's

Signposting

We will ensure that all staff, learners, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems.

This means that they will be able to offer help and support to learners who need it, when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.
- Staff will also be able to identify a range of issues, including:
 - Attendance and absenteeism.
 - Punctuality and lateness.
 - Changes in educational attainment and attitude towards education.
 - Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will:

- Respond in a calm, supportive, and non-judgemental manner.
- All disclosures will be recorded confidentially in CPOMs and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a learner, either to somebody inside the school or somebody outside it, then this will first be discussed with the learner. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of learners who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

- Whole School Approach:

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

Working with Parents/Carers

We aim to support parents and carers as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Working with Agencies and Partners

As part of our whole school approach, we will also work with other agencies to support our learners' emotional health and wellbeing. This might include liaising with:

- The school nurse referral
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Early Help

Supporting peers

We understand that, when a learner is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support.

We will provide support in a one-on-one or group setting. These sessions will be guided by the learner, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Training

All staff will receive some training in child mental health so that they can recognise and respond to mental health issues over the year through modes such as the Safeguarding Network and the Mental Health Support Team. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health.

We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with learners.

Policy review

This policy will be reviewed annually. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.