

Aston Clinton School

Together we: Aspire, Care and Succeed



Mental Health Policy



Date agreed by the Governing Body	Spring 2025
Updated and Reviewed	Spring 2027
Date to be reviewed	Spring 2027
Governors' Committee accountable for review	Curriculum and Standards
Senior Mental Lead	Headteacher

Introduction

'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 Organisation, 2014)

Our aim is to promote positive mental health for children, staff and parents.

At Aston Clinton School, our values of 'Together we: Aspire, Care and Succeed' underpin this policy and ensure that we create a collaborative, supportive and caring environment where each individual and contribution is valued.

At Aston Clinton School, we recognise that everyone experiences life challenges that can make us vulnerable. We take the view that positive mental health is everyone's business and that as a community we all have a role in supporting one another. Our whole school approach is based upon research and is both relational and Trauma and Mental Health Informed. Our approach aims to protect and support all members of the school community – staff, children and parents – to thrive.

Purpose of the Policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health difficulties.
- How we identify and support members of the school community with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health difficulties.
- Key information about some common mental health difficulties.
- Where parents, staff and children can get further advice and support.

How the policy was developed and who was consulted

In developing this policy, we have taken account of:

- State of the Nation 2020: Children and Young People's Wellbeing
- Teaching about mental health and wellbeing (PSHE Association, 2019)
- Promoting and supporting mental health and wellbeing in schools and colleges (DfE, 2021)
- Mental Health and Behaviour in schools (DfE, 2018)
- Promoting children and young people's mental health and wellbeing (Public Health England, 2021)
- The SEN Code of Practice, (DfE, 2015)
- Senior Mental Health Lead Training provided by Leeds Beckett University
- Keeping Children Safe In Education (DfE, 2024)
- The UN Convention on the Rights of the Child, 1992.

Policy Aims

Our aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- Individuals are valued and feel confident in themselves.
- There is a sense of belonging and safety.
- Individuals are able to articulate and express their emotions and feelings appropriately.
- Positive mental health is promoted and valued.
- We create a proactive approach to supporting mental health.
- There are strong, collaborative relationships.
- Children are able to learn and achieve.

A whole school approach to promoting positive mental health

We pursue our policy aims through 'Public Health England's 8 principles of a whole school approach' and via the research carried out by [John Tomsett and Jonny Uttley](#) 'Putting Staff First'.

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands (including leadership and management that supports and champions efforts to promote emotional health and wellbeing and listen to the views of pupils).
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services and monitoring the impact of interventions.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health difficulties and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

Staff Roles and Responsibilities - including those with specific responsibility

We believe all staff are responsible for promoting positive mental health and for understanding the protective/risk factors for mental health. Some children will need more help, and all staff should have the skills to look out for early warning signs of mental health difficulties and ensure that children with mental health needs get early intervention and the support they need.

All our staff have undergone training and are particularly mindful of pupils who have experienced trauma, significant loss, or bereavement. This includes children who have joined our school as refugees or those who have faced disruptions such as: leaving schools, losing friendships, physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. Through this training, staff have developed a deeper understanding of Adverse Childhood Experiences (ACEs) and the long-term effects of trauma on mental health.

Staff are aware that supporting pupils entails focusing on the [Neuro-sequential model](#) (Bruce Perry)

- **Regulation**-helping pupils to self-regulate and use healthy coping strategies.
- **Recognition**-noticing when pupils are in distress.
- **Relationships**-enabling pupils to build positive friendships.
- **Reflection**-helping pupils reflect on their experiences.
- **Restore**-helping pupils rerebuild relationships with adults and peers.
- **Resilience**-helping pupils cope with change and adversity and recover quickly.

The Senior Mental Health Lead:

- Leads the strategic development of mental health provision within the school.
- Leads on PSHE (personal, social, health and economic) teaching about mental health.

Our Emotional Support Worker:

- Leads and works with other staff to coordinate activities to promote positive mental health and wellbeing for children.
- Along with the SENDCo is the first point of contact with mental health services and makes individual referrals to them.
- Updates and reviews: the tiered pathway of support for children.

The Lead Mentor:

- Provides advice and support to staff and organises training and updates.
- Provides coordination and signposting of mental health support.
- Updates and reviews: the tiered pathway of support for staff.

The Mental Health Team:

- Are involved in strategic decision making around mental health across the school.
- Are 'Designated Safeguarding Lead's.

We recognise that many behaviours and emotional difficulties can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Supporting Children's Positive Mental Health

We believe that our school has a key role in promoting children's positive mental health and helping to prevent mental health difficulties. Our school has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Buddy Brigade – a lunchtime group supporting friendships.
- Individual transition plans for children identified as feeling anxious regarding change.
- Promotion of Pupil Voice via school council, House Captains and Ambassador roles.

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school.
- Transition Programme for children new to school before September, including a gradual build up to full-time attendance and open afternoons.
- Whole school transition between year groups.

Class activities

- Dojos, a mechanism where children can be praised for effort applied, tasks achieved, and a collaborative attitude are given freely and work towards public praise.
- PSHE
- Weekly Zone of Regulation / Circle Time for children to reflect.
- Wellbeing postbox which is overseen by the school's wellbeing ministers.
- Anti-bullying week and activities.
- National Children's Mental Health Week/Mental Health Awareness Week.
- Displays and information around the school about positive mental health and where to go for help and support.
- A range of bespoke mental health leaflets.
- Adopting the principles of a Growth Mindset in teaching.
- Class charters.
- Opportunities to do more mindful physical activity and link being physically active to positive mental health (e.g. yoga and Forest School).
- Class assemblies which champion mental health support.
- Access to the Dog Mentors.

Small group activities

- Mental health teaching programmes based on the principles of cognitive behavioural therapy.
- Resilience Training.
- Talkabout – a small group intervention to improve children's communication skills around

- turn taking, dealing with issues, resolving conflict.
- 1:1 Anna Freud ('I gotta feeling').
- Lego Therapy.
- Bits and Pieces lunch intervention.
- Targeted ELSA (Emotional Literacy support).

Teaching about Mental Health and Emotional Wellbeing

Through Jigsaw PSHE, we teach the children that everyone has physical and mental health and that these are on a continuum. We then teach them the knowledge and social and emotional skills that will help them to be more resilient, understand about mental health and be less affected by the stigma of mental health difficulties.

Children at EYFS learn:

- To begin to recognise and name several feelings (they initially introduced to these via the Colour Monster and then are progressively introduced to Zones of Regulation).
- How to calm down.
- How their behaviour affects other people.
- Begin to learn about empathy and understanding other people's feelings.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.

Key stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem-solve.
- To motivate themselves and persevere.
- How to calm down and self-regulate.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- The importance of talking about feelings and who to go to if they are worried.
- About different types of teasing and bullying, and that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- The benefits to mental health of physical activity, time outdoors, community participation.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn.
- That humans experience a range of emotions in relation to different experiences and situations.
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation,

divorce and bereavement.

- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.
- About how to manage friendship problems positively.

Identifying, Referring and Supporting Children with Mental Health Need

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing attendance, punctuality, behaviour, exclusions, safeguarding concerns, visits to the medical room/school nurse and CPOMS (Child Protection Online Management System).
- Completion of Boxall standardised assessments.
- Staff report concerns about individual children to the relevant lead persons and upload onto CPOMS.
- Worry boxes / daily check-ins in each class for children to raise concerns which are checked by the Class Teachers (these are anonymous but give an indication of needs in a particular class regularly).
- Using CPOMS as a means for staff to communicate concerns relating to the tiered pathways.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.
- Using pupil wellbeing questionnaires to identify concerns.

All staff at Aston Clinton have had training on the protective and risk factors (see Appendix 1), and the types of mental health needs and signs that might mean a pupil is experiencing mental health difficulty (see Mental Health pathway). Any member of staff concerned about a pupil will take this seriously and talk to the Emotional Support Worker and/or a member of SLT, all of whom are also safeguarding leads.

Signs that a pupil may be experiencing a mental health difficulty can include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.
- Anxiety around the impact of social media, such as online bullying.

- Changes in behaviour.

Managing Disclosures

A pupil 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 pupil 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-judgmental. Staff will listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'.

All disclosures will be recorded on CPOMS and held on the pupil's confidential file. This written record must include:

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

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass on our concerns about a pupil on, then we should discuss with the pupil:

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

We should never share information about a pupil without first telling 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; in line with our safeguarding and child protection policy and where there is a risk of harm to the pupil themselves or others.

It is always advisable to share disclosures with a colleague, usually Designated Safeguarding Lead and well-being lead.

This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence; and it provides an extra source of ideas and support.

We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if there is considered to be a risk to the young person or others, in line with usual safeguarding procedures. Pupils may choose to tell their parents themselves. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying safeguarding or child protection issues, the Designated Safeguarding Lead must be informed immediately.

Working with Parents

When working with parents, we need to be sensitive in our approach. Before talking to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, and 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 and/or sign post parents to the school's [Padlet](#) where possible as they will often find it hard to take much in whilst coming to terms with the news that you're 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 steps and always keep a brief record of the meeting on the child's confidential record (CPOMS).

The school's ELSA and SENCo serve as key points of contact for parents. To build strong relationships, the initial contact person for the parents will continue as their designated contact following traumatic events. This ensures parents do not have to repeatedly share their story.

The school will take care to avoid sending general communications about potentially triggering events without prior consideration. The designated contact will reach out to affected individuals in advance when necessary. For example, sending a general notice about "Fudge Day" to a bereaved spouse could be highly distressing, so additional sensitivity will be applied in such cases.

Working with the School Community

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, we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our regular information evenings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Supporting Peers

When a pupil 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 with the pupil who is suffering and their parents with whom we will discuss:

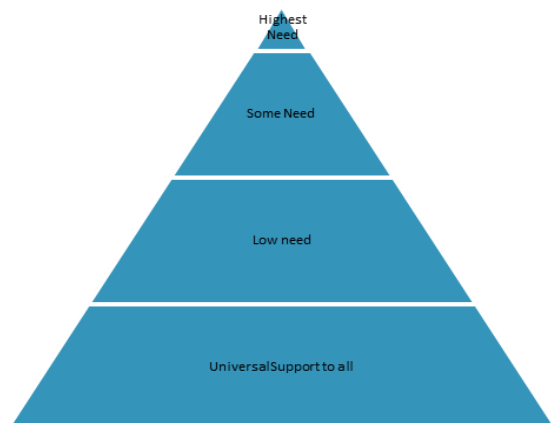
- What is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing or saying which may inadvertently cause upset.
- Warning signs that their friend may need help (e.g. signs of relapse).

Additionally, we will 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.

Assessment, Interventions and Support

All concerns are discussed weekly during safeguarding meetings. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating (Appendix 5, Mental Health PathwayC).



Need The level of need is based on discussions at the regular meetings	Evidence-based Intervention and Support	Monitoring
Tier 5 - Highest need - Getting Risk Support. Those with complex needs and/or who need more specialised support	Other External agency support Other interventions e.g. play therapy. Targeted work will be provided by external professionals	All children needing targeted individualised support will have: a pastoral support plan; an SEN plan; an EHCP or a Behaviour plan which sets out:
Tier 4 - Some need -Getting More Help	Direct support from the school's ELSA and/ or SENCO. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.	<ul style="list-style-type: none"> ●The needs of the child ●How the child will be supported ●Actions to provide that support ●Any special requirements
Tier 3 - Some need/Getting Advice to those who need some support that can be delivered in school	e.g. Access to advice from school's Emotional support worker. A personal support plan will be written to show what support is in place.	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post Boxall profile and if needed a different kind of support can be provided.
Tier 2 - Monitoring Low need	General support e.g. class teacher/teaching assistant providing talking space; Access to a supervised quiet room that pupils can go to if feeling overwhelmed and in need of some quiet time	
Tier 1 - Watching brief – very low need	General low support – teachers/ teaching assistants checking in via daily check ins.	

Supporting and Training Staff

As a minimum, all staff will receive regular training about recognising and responding to mental health issues in addition to their regular safeguarding child protection training to enable them to keep pupils safe and well.

Staff requiring more in-depth knowledge will have access to relevant training opportunities. Additional training will also be provided throughout the year as needed, in response to developing situations involving one or more pupils. Our goal is to ensure that staff feel confident and equipped to support the mental health of children and young people, while also prioritising the wellbeing of our staff members.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. Staff have devised and developed their own pathway of support. Staff questionnaires are used to help identify concerns and opportunities to improve our staff wellbeing provision which can be accessed via the Staff Mental Health Provision Map and Pathway.

Wellbeing Strategies that Support All Staff

- Wednesday briefing where well-being is a standing agenda item
- Drop in weeks with SLT
- Training, including INSET days
- Well-being Time to support work-life balance
- Regular professional development through coaching
- Termly social events
- Regular information updates on mental health and wellbeing
- Staff noticeboard
- Annual wellbeing surveys and suggestion box
- Buddy scheme for new staff
- Opportunity to discuss wellbeing as part of performance development reviews
- In house 'Peer supervision' and problem-solving discussions
- Information on mental health on the school's shared drive

Where Staff Need Additional Support they have access to:

- Advice in the staff handbook and staff section of the school website
- Buckinghamshire counselling service and other free mental health support
- Structured support and supervision

Links to other policies

This policy links to the following:

- Safeguarding
- Medical Needs
- Anti-Bullying
- online safety
- PSHE
- SEND
- Staff code of conduct
- Equalities
- Behaviour Policy

Monitoring and Evaluation

This policy will be reviewed every 3 years.

Additionally, this policy will be reviewed and updated in accordance with any legislative changes and guidance.

Appendices

Appendix 1 Protective and Risk factors (adapted from *Mental Health and Behaviour DfE March*)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neurodiversity • Difficult temperament • Communication difficulties • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying (including online) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff code of conduct • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school <ul style="list-style-type: none"> ○ staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies • An effective early help process • Understand their role in and be part of effective <ul style="list-style-type: none"> ○ multi-agency working

		<ul style="list-style-type: none"> • Appropriate procedures to ensure staff are confident and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influence of extremism leading to radicalisation 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Bereavement Procedures

If a pupil is suddenly bereaved, we will commit to supporting both them and their family in the following ways:

1. Establish a core group of staff responsible for communication and co-ordination of support offered. This should include a main point of contact.
2. In the days after the death, but before a suddenly-bereaved pupil returns to education, a nominated person with experience and skills in listening and empathetic support, will contact the family to:
 - a) Acknowledge the bereavement, offer the school's condolences, and listen to their story of bereavement, if they want to tell it, in confidence;
 - b) Establish the family's initial wishes regarding what the child, wider school community, and media (if applicable) should be told about the death;
 - c) Offer time for the family to reflect on information they may wish to keep private, and a future time to talk about it further, if necessary;
 - d) Offer a point of contact and explain ongoing support the school can offer; and listen to the family's views on the pupil's emotional needs;
 - e) Offer future availability, as required, to discuss anything the family may wish to, relating to the pupil's welfare, and explaining days and times available;
 - f) Offer bereavement resources that are age-appropriate and signpost to online advice and relevant agencies;
 - g) Offer the opportunity, at a time and place agreed with the family, for a teacher (or other school representative who the pupil knows and trusts), to meet with the pupil directly, accompanied by any family member/s, to explain what will happen when the pupil returns to school, and who will support them in school;
 - h) Signpost to agencies that can support families bereaved in sudden ways, including <https://www.cruse.org.uk> and local providers; and
 - i) Make clear the names of anyone else who is available to communicate with the pupil's family, and find out who, within the family, wishes to liaise with the school.
3. In the days after the death, we will inform staff members and pupils. This will be done in an age-appropriate and sensitive way, considering confidentiality, potential stigma surrounding the cause of death and the family's wishes (as established with them).
4. When the pupil returns to school we will:
 - a) Determine the date of that return in discussion with the family, reflecting on the needs of the pupil;
 - b) Acknowledge their bereavement directly with them;
 - c) Discuss collaboratively with the pupil, family and our staff what we can do to best support them; and
 - d) Work to enable the pupil's re-integration into 'normal' school routines and create a safe and secure environment for them.
5. For a bereaved pupil's remaining time in our school we will:_
 - a) Ensure significant dates (such as death anniversaries, birthdays and culturally-significant dates such as annual festivals) are recorded and considered;
 - b) Allow opportunities for reflecting on the death, through encouraging an ongoing and open dialogue with the pupil, and with their family; and
 - c) Consider a pupil's bereavement when planning school activities that might trigger thoughts or feelings about the bereavement and engage the pupil and their family in discussions regarding the pupil's involvement, providing information and choice.
6. When helping a bereaved pupil we will:
 - a) Ensure they know who they can reach out to for support and how to access this help in ways that are easy and discreet;
 - b) Offer them opportunities to express their reactions, feelings and emotions about their bereavement, in ways they want to, safely and confidentially;
 - c) Offer a safe and supervised space where a pupil can go if they need time out from a classroom or playground because of their bereavement;

- d) Use age-appropriate bereavement resources available to us;
 - e) Be aware of the pupil's family circumstances, including their cultural background, and its relevance to their bereavement;
 - f) Be on the look out for changes in behaviour that may be a sign of a mental health condition, or other illness or risk to health and safety; and
 - g) Signpost to support for the wider family, as well as the pupil, through the local authority, in order that the family unit work together where necessary.
7. To enable and support our staff, we will:
- a) Ensure staff involved in planning school activities and lessons are helped to:
 - i. identify content that may be triggering for children/young people who are suddenly bereaved; and
 - ii. consider whether to avoid this content or manage its delivery with care and sensitivity, in line with point 5.
 - b) Provide bereavement training and refresher bereavement training, specific to supporting children/young people, and specific to unexpected bereavement care and mental health; and
 - c) Give supportive HR management and peer support to staff who liaise with suddenly-bereaved families.
8. If a suddenly-bereaved child or young person is showing signs of suffering from a mental health condition, or other illness, or any indicators or risks of harm, we will ensure that information is shared with the family, appropriate agencies and managed appropriately.

Appendix 3 Where to get information and support

The following is available on our school website

Guidance and Support



Support and Signposting

- Thomas Theyer Counselling (Private and paid for by parents/carers) counselling@thomastheyerfoundation.org.uk
- Young Minds
- Stone Wall (LGBTQ+ support)
- <https://mermaidsuk.org.uk/> (Support for gender diverse young people and their families)
- <https://www.nspcc.org.uk/>
- Barnado's
- <https://www.childline.org.uk/>
- Anna Freud (Mental Health)
- <https://www.lucyfaithfull.org.uk/> (Sexual Abuse and exploitation)
- www.mind.org.uk advice and support on mental health problems
- www.minded.org.uk (e-learning)
- www.time-to-change.org.uk – tackles the stigma of mental health
- www.rethink.org - challenges attitudes towards mental health
- www.anxietyuk.org.uk
- www.ocduk.org
- www.depressoinalliance.org
- www.b-eat.co.uk
- www.inourhands.com
- www.nshn.co.uk
- www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – POPYRUS: <https://www.papyrus-uk.org/>
- [First Steps](#) (Eating Disorders and Body Image)
- [Change Grow Live](#) (CGL): Drugs, alcohol. Housing, justice, health and wellbeing
- [SV2](#) (victims of Sexual Violence)
- [Remedi](#) (Victims of Crime)

Direct Online Support for young people

- Text SHOUT to 85258
- Samaritans 24/7 Call 116 123
- KOOTH.COM

Financial Hardship

- Buxton Foodbank
- ZINK Project
- Connex (Buxton, was Buxton Volunteer Bureau)

Child Sexual Exploitation

- <http://www.nwgnetwork.org/>
- <https://www.ceop.police.uk/safety-centre/>
- <https://paceuk.info/>
- NSPCC also has resources on Child Trafficking <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/> and preventing abuse <https://www.nspcc.org.uk/keeping-children-safe/>

Relationships and sharing nudes

- <https://www.thinkuknow.co.uk/>
- <https://www.sexeducationforum.org.uk/>
- <http://www.safedate.org.uk/>
- <https://www.disrespectnobody.co.uk/>
- Remove a nude image shared online. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

Extremism and prevent

- <http://www.nationalcrimeagency.gov.uk/>
- <https://educateagainsthate.com/>

Online Safety

- <https://www.saferinternet.org.uk/>
- <https://i-vengers.org.uk/services/training/>
- **Free online service for schools from** <https://parentinfo.org/>

Young gamblers and gamers

- <https://www.ygam.org/>

<https://www.stormbreak.org.uk/videos/filter>