

Aston Clinton School
Together we: Aspire, Care and Succeed



Relational Practice Policy

Name of School	Aston Clinton School
Policy Review Date	Spring 2025
Date of next review	Spring 2026
Who reviewed this policy?	Headteacher

This overarching policy brings together key strands of our personal development framework:



Statement of Intent

At the heart of our school community is a shared commitment to our vision and values: Aspire, Care, Succeed. These principles are not just aspirational statements—they shape the culture of our school and guide every decision we make. Central to achieving our vision is the cultivation of strong, positive relationships through relational practice, which underpins our approach to personal and professional development.

This overarching policy brings together key strands of our personal development framework:

- Coaching
- ECT Mentoring Policy
- Mental Health Policy
- Teacher Appraisal Guidance for Schools 2024

Each of these components plays a vital role in embedding relational practice into our daily work, supporting every member of staff to grow, connect, and thrive.

- Through coaching and appraisal, we encourage reflection, continuous learning, and mutual respect—ensuring all staff aspire to be their best.
- ECT mentoring fosters care, guidance, and meaningful professional relationships from the beginning of a teacher’s career.
- Our well-being policy affirms our collective responsibility to look after one another, building a culture where everyone feels valued and supported.

Together, these policies create a coherent, relational approach to professional development that directly supports our vision for a school where all members of our community aspire, care, and succeed.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Performance Development Policy
- Teacher Appraisal Guidance for Schools 2024
- PSHE Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-bullying Policy
- Visitor Policy
- Safer Recruitment Policy

Objectives of the Policy

- To create a safe, inclusive, and nurturing environment where all staff and children can thrive.
- To embed a coaching approach that promotes active listening, reflection, and personal growth.
- To equip staff and pupils with relational skills that enhance wellbeing and learning.
- To develop a culture of restorative practice, ensuring that conflicts and challenges are addressed constructively.

Core Principles of Relational Practice

1. Aspire – High Expectations and Growth Mindset

- We encourage all pupils and staff to aim high in their learning and relationships.
- We foster resilience and problem-solving through a coaching approach.
- We use positive reinforcement to recognise effort, progress, and achievement.

2. Care – Nurturing a Safe and Supportive Environment

- We prioritise wellbeing and emotional intelligence, ensuring everyone feels valued.
- We actively listen and empathise, responding to individual needs with kindness.
- We support pupils to self-regulate their emotions and develop healthy relationships.
- We proactively manage workload by fostering realistic expectations, promoting collaborative approaches, and ensuring staff have the time and support needed to carry out their roles effectively.

3. Succeed – Working Together to Overcome Challenges

- We promote collaboration and teamwork through 1:1 coaching conversations and co-coaching support.
- We use restorative conversations to resolve conflicts and strengthen relationships.
- We celebrate personal and collective success, recognising progress in behaviour, learning, and relationships.

Our Coaching Culture

- Active Listening – Staff and pupils listen with empathy and without judgment. This is supported through our Voice 21 Oracy Project.
- Solution-Focused Conversations – We use open-ended questions to encourage self-reflection.
- Empowerment – Staff and pupils are encouraged to take ownership of their learning, behaviour, and personal development.
- Restorative Practice – We address issues through dialogue, not punishment, focusing on repairing relationships.
- Non-Threatening, Supportive Culture – Staff engage in professional learning in an open, trusting environment. Through ‘curiosity walks’, colleagues are encouraged to observe and be observed in a low-stakes, developmental way. These walks promote genuine curiosity about practice rather than judgment, helping staff learn from one another and strengthen shared responsibility for continuous improvement.

Implementation

- Staff Training: All staff will receive coaching training led by Leadership Edge. They will also receive regular training in coaching and relational practices during in-school training.
- Pupil Development: Lessons and activities will incorporate relational learning and emotional intelligence. Our Jigsaw scheme for Healthy Body, Healthy Mind supports with this as well as a range of assemblies and pupil-led responsibilities.
- Parental Engagement: We will work in partnership with families to reinforce relational approaches at home.
- Monitoring & Review: This policy will be reviewed annually, incorporating feedback from staff, pupils, and parents.

By embedding relational practice in all aspects of school life, we will ensure that every member of staff and child aspires to be the best they can be, that they care for others and play a valuable part in a supportive, respectful community.

Personal Development through Coaching

Coaching is unlocking a person's potential to maximise their own performance. It is helping them learn rather than teaching them.

Introduction

This policy aims to create a coaching culture within the school, where teachers are continuously supported in their professional growth. The coaching process will focus on enhancing teachers' knowledge, improving their skills, and fostering an environment of collaborative learning and self-reflection.

Aims and objectives

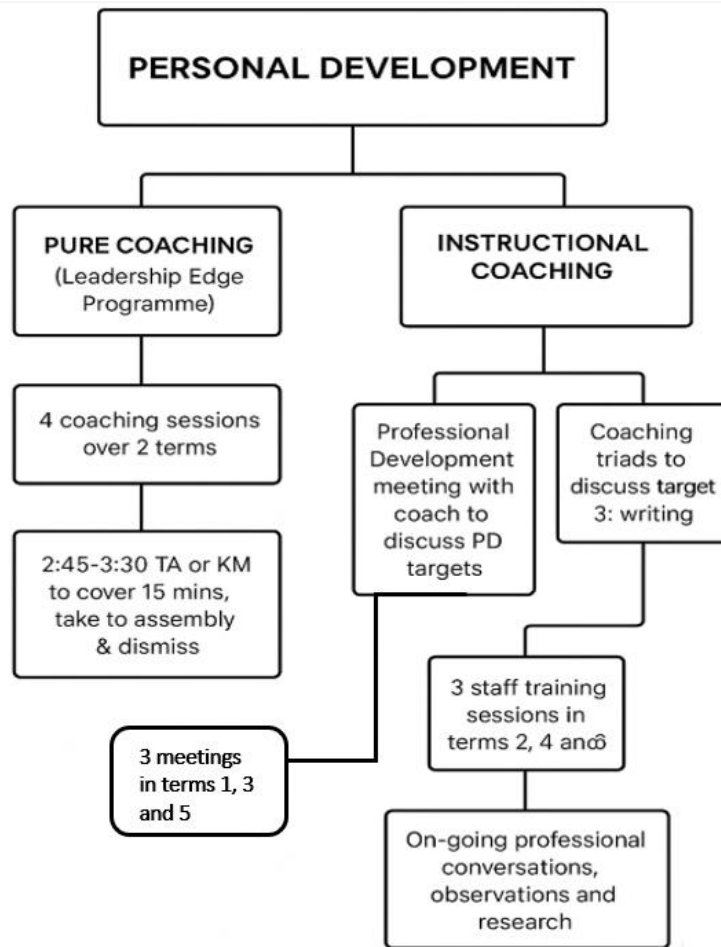
Coaching serves as a strategic tool to support the performance development of teachers. The key objectives of the coaching program are:

- **Development of Knowledge & Skills:** Through regular coaching sessions and conversations, teachers can deepen their understanding of teaching strategies, curriculum content, and classroom management techniques.
- **Empowerment for Continuous Growth:** The coaching process encourages teachers to take charge of their own learning and growth, ensuring that they continually engage in performance development beyond formal training sessions.
- **Collaborative Culture:** Coaching fosters a supportive and collaborative culture within the school, where teachers feel comfortable seeking guidance, sharing best practices, and engaging in reflective practice.
- **Limiting beliefs to be challenged:** Growing minds requires a language of possibility, breaking down the barriers that inhibit creativity and self-belief.

Coaching Structure

The chart below shows the number of staff at each level of our coaching structure as of September 2025. It highlights the number of staff who have completed the Leadership Edge training and those who are engaging with or further developing their coaching this academic year.

Level	Trained	Training 25-26
Lead Coach (Level 3)	1	1
Practitioner Stage (Level 2)	5	3
Foundation Stage (Level 1)	10	14



Coaching Cycles

Our school will implement two complementary coaching approaches to support staff development: **Pure Coaching** and **Instructional Coaching**.

Pure Coaching (Leadership Edge Programme) focuses on personal growth and self-reflection through four structured coaching sessions over two terms with a trained coach, creating a dedicated space for staff to explore their goals and challenges.

Instructional Coaching, on the other hand, is designed to enhance professional practice by aligning with staff's professional development (PD) targets. This includes one one-to-one coaching session in terms 1, 3, and 5 with an 'appraisal coach'. Teachers will also have three staff training sessions across terms 2, 4, and 6 to work in coaching triads to focus on writing (PD target 3). These are supported by ongoing professional conversations, observations, and research to create a continuous cycle of improvement.

Early Career Teachers (ECTs) join the coaching cycle in their second year of teaching. They are supported to develop their teaching and learning through a mentoring approach.

Our coaching culture is represented by an **inverted triangle**:

Top Section – Personal Development:

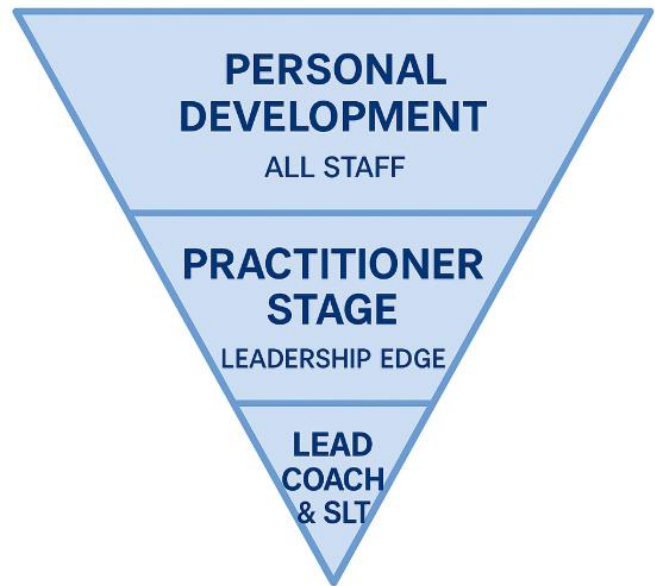
Every teacher and HLTA will engage in coaching to support their professional growth. The long-term aim is that all staff will experience one-to-one coaching with a trained coach. Staff training will be delivered to ensure TGROW model is used and understood. Then a range of one-to-one, co-coaching and group coaching will be used as standard practice to improve classroom practices, implement new teaching methods, and offer feedback.

Middle Section – Practitioner Stage:

Practitioners at this level provide supervision and guidance for foundation stage coaches. A group of skilled teachers, selected as coaches, will work closely with their peers. Some of those who are accredited at the Foundation Stage will move on to the Practitioner Stage where they will coach staff through the Foundation Stage. Coaches will provide one-to-one sessions to assigned teachers and teaching assistants.

Bottom Section – Lead Coaches & SLT:

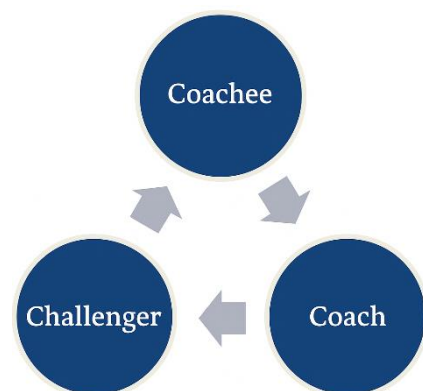
This small group drives the coaching culture, enhances support, and ensures quality assurance. The Lead Coach is responsible for overseeing the coaching programme and develop the coaching framework. The Lead coach will also monitor the progress and effectiveness of the coaching programme and offer on-going coaching to staff.



One form of coaching will be delivered through **coaching triads** that encourage supportive challenge, shared learning and accountability. Coaching triads, identified by the Lead coach, may change after each cycle or remain the same, depending on the impact and next steps identified. The purpose of these partnerships is to ensure effective professional working relationships that are mutually beneficial and focussed on improving teaching and learning. For each cycle of coaching, the triad will identify a Coachee, Coach and Observer.

Each triad will consist of:

- **Coachee:** Focuses on their individual professional development target.
- **Challenger:** Acts as a soundboards and reflective partner, offering feedback, perspective and encouragement.
- **Coach (Level 2):** Guides and facilitates purposeful coaching conversations.



This structure ensures all staff are both supported and challenged while contributing to a collective culture of improvement.

The Coaching Process

Our coaching sessions follow the T-GROW model which is a variation of the GROW model, adapted by Myles Downey.



(Image taken from <https://coachfoundation.com/blog/tgrow-coaching-model/>)

The TGROW model can help individuals or groups to identify their goals, understand their current reality, explore their options, and develop a plan for moving forward. The coach will demonstrate active listening and create a safe environment for the coachee to explore the problem.

Leadership Commitment and Training

The school leadership team fully support the implementation of coaching and have all experienced at least the Leadership Edge Foundation Stage Programme. Leaders must model coaching behaviours and language during day-to-day practice as well as during specific coaching conversations.

A few key staff members will act as “Coaching Champions.” These individuals will receive Practitioner Stage training through Leadership Edge. During this training, they will coach 2 members of staff through the Foundation Stage. They will develop their understanding of key coaching principles, such as active listening, powerful questioning, and goal-setting, so they can model this to the rest of the staff.

Key skills

During the Foundation Stage training, staff will develop the following skills:

- 1 Know what coaching is and isn't
- 3 Use powerful questioning
- 2 Building rapport and trust through active listening
- 4 Apply the T-GROW model

During the Practitioner Stage training, staff will develop the following skills:

- 5 the impact of beliefs on thinking
- 6 the importance of personal & organisational values
- 7 manage the monkey
- 8 finding the way forward

Performance Development

As a school, we will integrate coaching into our existing professional development cycle. All teachers and leaders will have one-to-one coaching conversations once per term where they can work on specific areas of their practice.

Teachers will have 3 professional development targets each which will be set in the Autumn Term. These will relate to the School Improvement Plan (SIP); one will relate to self-study with a focus on the lens of a child/children; the second will focus on action research; and the third will link to relational practice. Teachers will have ownership over their targets ensuring that they feel empowered and motivated to 'better themselves'. These targets will ensure that ultimately the coaching programme remains focused on improving student learning outcomes. Coaches should help staff set goals that directly relate to teaching practices that impact students' learning and well-being.

Performance development through coaching is a positive form of appraisal because it shifts the focus from accountability to professional growth, empowering staff to take ownership of their development through reflective, supportive conversations. By setting three personalised targets linked to the SIP, teachers are motivated to improve practice in ways that directly enhance pupil learning and well-being. Rooted in trust and relational practice, this approach builds a culture of collaboration, continuous improvement, and shared responsibility for achieving the best outcomes for children.

Developing a Coaching Culture

As a coaching team, we will encourage informal coaching conversations, where staff regularly reflect on their practice and seek advice from colleagues. These can be brief and embedded into everyday interactions.

Long-term, we will encourage peer-to-peer coaching sessions where teachers observe each other's classes and then offer supportive, non-judgmental feedback to help each other improve. This will help to spread coaching practices and create a sense of shared responsibility and team support.

By developing a coaching culture, we hope to encourage and enable continuous performance development with the aim of improving outcomes for pupils and enhancing staff well-being.

Code of Conduct

During formal coaching conversations, a coaching agreement will be discussed. The coach will keep conversations strictly confidential unless the coachee discloses information demonstrating a real or potential risk of harm to themselves, another person or the school. If this happens, the coach must report to the Senior Leadership Team who will respond or advise accordingly.

Both coach and coachee must be punctual and keep within the set time for the session. The coach and coachee must agree to upholding session times wherever possible and with a mutual commitment to at least 3 days' notice for any cancellation, excepting emergencies. If the coachee fails to attend a session without any prior notice being given, the sessions will be forfeited.

Monitoring and Evaluation

The success of the coaching program will be monitored through:

- Teacher feedback surveys.
- Regular reviews by the Lead Coach and School Leadership Team.
- Improved student outcomes and classroom performance indicators.
- Reflection on professional growth against the set goals.

Conclusion

This professional development through coaching policy is designed to develop a support a growth-oriented culture, where teachers are empowered to improve their teaching practice with the guidance of skilled coaches. The collaborative nature of this process will also contribute to the overall success and development of the school.

Early Career Teacher (ECT) Induction Policy

Contents

1. Aims
2. Legislation and statutory guidance
3. The ECT induction programme
4. Roles and responsibilities
5. Monitoring arrangements
6. Quality assurance
7. Links with other policies

1.Aims

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF) from 1 September 2021
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

2.Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from April 2024
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#). This policy complies with our funding agreement and articles of association.

3.The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.

Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by Astra Teaching Alliance, our 'appropriate body'.

3.1 Posts for induction

Each ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period

- Have an appointed induction tutor, who will have qualified teacher status (QTS) Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

3.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the Induction Tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

4 Roles and responsibilities

4.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

4.2 Role of the headteacher

The headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT (with the appropriate body where necessary) Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Set and review development targets against the Teacher' Standards
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties

- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

4.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure
- the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring Act promptly and appropriately if the ECT appears to be having difficulties

4.5 Role of the governing board

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

5 Monitoring arrangements

This policy will be reviewed **annually** by the Headteacher and Lead Mentor. At every review, it will be approved by the full governing board.

6. Quality Assuring Mentoring at Aston Clinton School

6.1 Aim

Ensure all mentoring for Early Career Teachers (ECTs) is effective, consistent, and aligned with both the Best Practice ECT and UCL ECT programmes, supporting teacher development and pupil outcomes.

6.2 Roles and Responsibilities

Role	Who?	Responsibilities
Lead Mentor	KM	- Oversee mentor-mentee pairings - Monitor mentoring quality

		<ul style="list-style-type: none"> - Provide support for mentors - Conduct termly reviews of ECT progress and mentor effectiveness - Ensure alignment with ECT programme requirements
Trained Mentors	GW JS HP	<ul style="list-style-type: none"> - Provide weekly/fortnightly mentoring sessions - Set SMART targets with ECTs - Maintain records of mentoring sessions - Report progress and challenges to Lead Mentor
ECTs	EM NG HJ	<ul style="list-style-type: none"> - Engage actively in mentoring sessions - Complete programme requirements (Best Practice or UCL) - Reflect on practice and progress - Seek support proactively when needed

6.3 Mentoring Quality Assurance Guidance

1. Mentoring Standards

- Develop a Mentoring Policy (within Relational Practice Policy) detailing expectations:
 - Frequency of meetings (weekly/fortnightly)
 - Use of coaching/reflective practice techniques
 - Goal setting and monitoring
 - Feedback protocols

2. Monitoring & Observation

- Lead Mentor join one mentoring session per mentor per term.
- Focus on:
 - Session structure and focus
 - Progress towards targets
 - Evidence of reflective dialogue
 - Responsiveness to ECT needs

3. Feedback & Reflection

- Termly feedback meetings between Lead Mentor and each mentor:
 - Identify strengths and areas for development
 - Discuss common challenges across ECTs

4. ECT Progress Tracking

- Maintain a **mentoring log** for each ECT:
 - Date of sessions, focus areas, targets set, progress made
- Termly review meetings with ECTs to:
 - Monitor progress against programme standards
 - Adjust targets as needed
 - Identify CPD needs

5. Programme Alignment

- Ensure mentors are familiar with both Best Practice ECT and UCL ECT frameworks.
- Check that mentoring content addresses:
 - Teacher standards
 - Curriculum planning
 - Assessment and feedback
 - Classroom management

6. Evaluation & Improvement

- Collect feedback from ECTs at the end of each term
- Use mentor reflections, ECT feedback, and observation outcomes to refine mentoring approach

7 Links with other policies

This policy links to the following policies and procedures:

- Appraisal and Capability policy
- Coaching Policy
- Grievance policy
- Pay policy

Mental Health Policy

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.
- ~~Create~~ Create a ~~pro-active~~ 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](#) - regulate; relate; reason

- **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 re-build 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 the 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~~ Zone of ~~regulations~~ Regulation / ~~circle~~ Circle times Time for children to reflect.
- Wellbeing postbox which is overseen by the school's well-being 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 e.g. 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~~ Zones of regulation/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 (~~Child Protection Online Management System~~).
- Worry boxes / ~~Daily daily Checkcheck~~-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.

~~These~~ Signs that a pupil may be experiencing a mental health difficulty might 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-judgemental~~ non-judgmental. Staff ~~should~~ 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 ~~should~~ will be recorded on CPOMS and held on the pupil's confidential file. This written record ~~should~~ must include:

- ~~Date~~ The date of the disclosure.
- The name of the member of staff to whom the disclosure was made.
- ~~Main~~ 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~~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 ~~them~~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

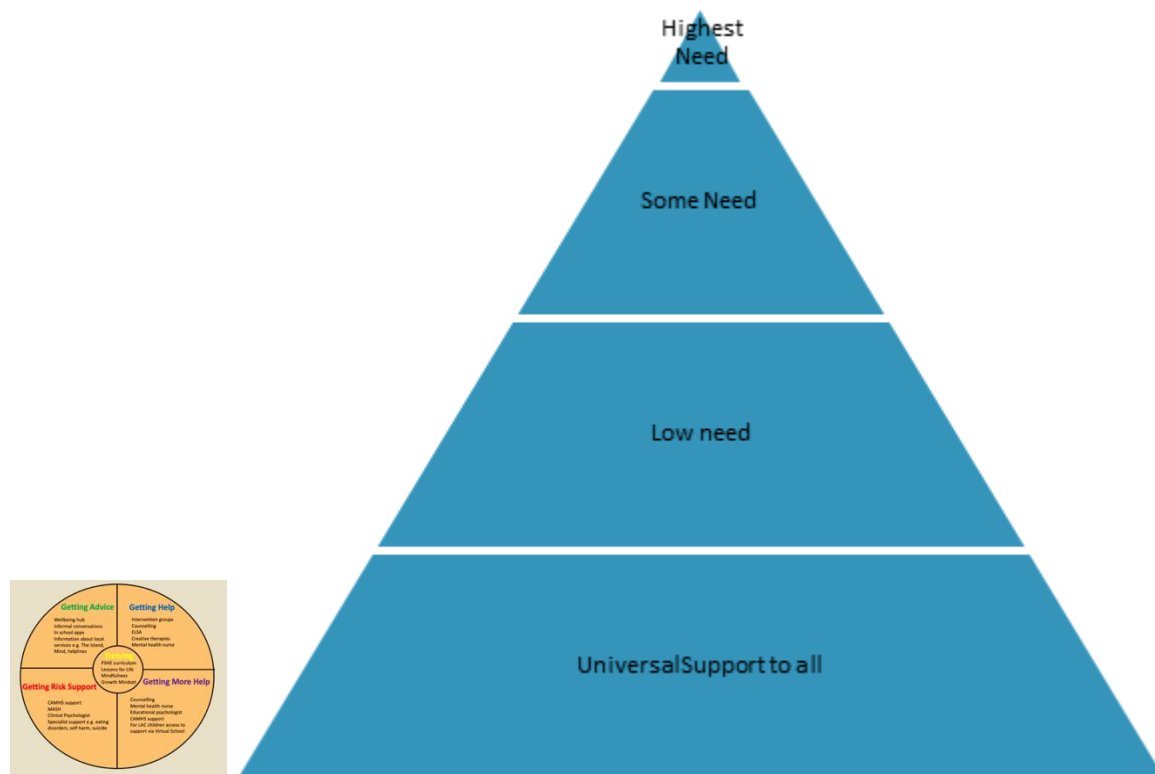
often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be 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 ~~it~~ 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 ~~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.

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-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: an SEN plan and/or a Behaviour plan or an EHCP 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. Support will be identified on CPOMS to demonstrate the adjustments made for the child. The child will be part of this process.	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. ~~Staff 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 2018)

	Risk Factors	Protective Factors
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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/>
~~www.papyrus-uk.org~~
- [First Steps](#) (Eating Disorders and Body Image)
- [Change Grow Live](#) ~~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.vgam.org/>

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