



Glenmoor & Winton Academies
High Achievement – High Standards
Part of United Learning

Mental Health and Wellbeing (MH&W) Policy

October 2025

Definition of Mental Health and Wellbeing:

Mental health is a state of wellbeing in which the individual realises his, her or their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.

Policy Intent: why is MH&W important at GW?

The aim of our policy is to demonstrate our commitment to the mental health of all stakeholders at Glenmoor and Winton Academies. Our approach to mental health and wellbeing is values-driven and seeks to support all stakeholders in creating a positive culture where all can succeed: *high achievement, high standards*. This policy is underpinned by our values, to *speak with compassion, act with integrity and work with courage*.

Our approach recognises that positive mental health for pupils translates into positive behaviour, positive habits, excellent attendance, a strong sense of community and outstanding outcomes. This policy aims to develop the protective factors that help individuals cope with mental health issues, whilst supporting those who experience risk factors to their mental health and wellbeing.

At our Academy, we will try to:

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

We will endeavour to promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff
- Celebrating both academic and non-academic achievements
- Promoting our school values and encouraging a sense of belonging and community through ritual and recognition
- Promoting our students' voices and giving them the opportunity to participate in decision making
- Celebrating each student for who they are to make every student feel valued and respected
- Adopting a whole school approach to mental health and providing support to any student that needs it
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms
- Enabling staff to respond to early warning signs of mental-ill health in students
- Supporting staff who are struggling with their mental health.

How will we support the MH&W of all stakeholders?

Key staff members

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- Our Designated Safeguarding Officers: **Angelina Parker, Gavin Darwin and Dan Brown**
- Assistant Principal in charge of behaviour and safety: **Charlie Arnold**

- Pastoral Staff: **Head of Years, Deputy Head of Years and Pastoral Leads**
- SENCO: **Matthew Marle**
- ELSA practitioners: **Gina Beverley and Debbie McCabe**
- School counsellors: **Heather Wright and Christine Jacobs**
- Inclusion team: **Learning coaches and deputy SENCOs**
- Citizenship CTL / SMHL: **Rupert Compton**
- SMHL / DSMHL: **Rob Hilton and Becci Holland**

Teaching about mental health

Our citizenship (PSHE) curriculum is designed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This is taught to Years 7-9 and includes one unit of emotional and physical wellbeing as well as units on relationships, sex education, digital literacy, and the lawⁱ. We regularly review our citizenship curriculum and lesson content to ensure that it meets the aims outlined in this policy.

Additionally, emotional, and physical wellbeing is taught in science, PE and in tutor time (specifically through enrichment sessions every three weeks). An audit of how MH&W is taught across the school curriculum is conducted every other year (alongside the RSE and Health education auditⁱⁱ). This forms a component of our tier 1 offer and contributes to the school's *Education with Character* priority.

Support at school and in the local community

We have a graduated response to support pupils' mental health and wellbeing. These are detailed in posters, placed in every classroom and prominent in student assembliesⁱⁱⁱ. This means that pupils are referred to tiered levels of support depending on the need.

Below is a description of the support offered at each tier of the graduated response:

Tier 1 support (universal)

- **SEND Team:** A dedicated team in the gateway building that support pupils feeling overwhelmed or struggling with their MH&W. At tier 1 they offer drop-ins at break and lunch that are open to all.
- **Tutor support:** pupils have tutor time every morning. Whilst there are activities to complete during tutor time, tutors are the first point of contact for pupils if they are struggling with their MH&W.
- **Learning journal information:** this is a guide, in pupil learning journals, which outlines protective and risk factors that might impact mental health.
- **Wellbeing curriculum:** Every pupil is educated around evidence-based strategies to manage their wellbeing and develop protective strategies. This is taught during Citizenship lessons, personal development tutor sessions and through the RSE curriculum.
- **Sexual Health Dorset RSE sessions:** Years 10 and 11 are visited each year by a Sexual Health Nurse from the community and given a session on either contraception or STIs.
- **Mental Health Survey:** Every student in Year 7-11 will complete mental health survey. This allows staff to identify key markers for future mental health and respond positively. Information is shared with tutors and small, meaningful actions taken to support each pupil.
- **GW Anti-bullying:** Anti-bullying is prominent in the assembly rota. An anti-bullying lead works with pupils to create a culture where GW is a telling school.

Tier 2 support (referred to by Head of Year)

- **Head of Year / Pastoral Lead:** Every year group is assigned a Head of Year and Pastoral Lead. The Pastoral Lead is a non-teaching member of staff who manages a caseload of pupils. Pupils have contact-time with their Head of Year every day at line-ups.
- **Tier 2 booklets:** We have developed bespoke workbooks for pastoral teams to use with young people struggling with specific mental health needs.
- **GW Pride:** A group that meets weekly to support pupils from the LGBTQ+ community. The aim of the group is to provide a support network for pupils Pupil voice from this group.
- **GW Anti-bullying:** If a young person experiences bullying, the anti-bullying lead completes workshops to signpost the young person to the support network and work with the young person in helping them feel safe at school.
- **School nurse:** We have two trained members of a school nurse team who are on hand to support pupils at all times during the school day.

Tier 3 support: group interventions

- **Gateway Boost:** A dedicated team in the gateway building that support pupils feeling overwhelmed or struggling with their MH&W. Tier 3 support they offer includes workshops (e.g., exam anxiety or zones of regulation), small group coaching on managing mental health.

Tier 4 support: 121 support

- **ELSA:** we have a dedicated staff member trained in emotional literacy support. This is a 6-week course.
- **Counselling:** A trained therapist offers talking therapy to pupils that have high tariff needs (e.g., have suffered past trauma, or self-harm). It is accessed via referral from the pastoral team.

Tier 5 support:

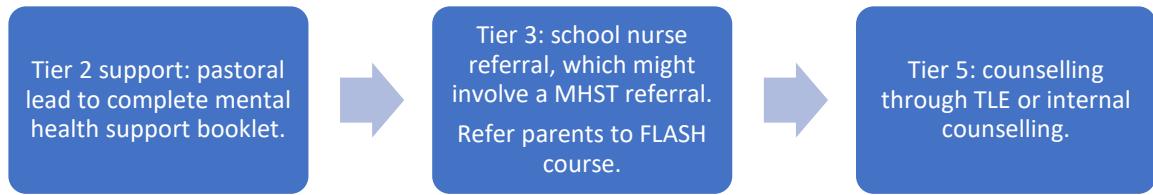
- **CAMHS:** primary social service to support young people who suffer with poor mental health.
- **Mosaic:** Specialise in bereavement counselling.
- **Aim Community:** Run a starfish and starfish plus mentoring programme to help vulnerable young people build self-esteem, confidence, and communication skills.
- **NHS MHST:** Are part of the CAMHS structure but sit underneath to reduce the strain on CAMHS. They work with low-level MH issues and complete 121 and group workshops around at psychoeducation and CBT.
- **NHS nurse:** we work closely with a school-based NHS nurse who runs interventions with young people who self-harm and have eating disorders.

Tiered responses to specific MH needs:

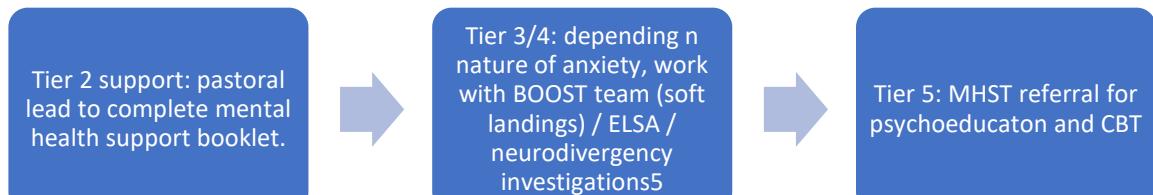
We are mindful that some mental health needs require specific actions, and so we have developed our response to some mental health needs below.

All involve a assess-plan-do-review cycle (as laid out in the SEND code of practice).

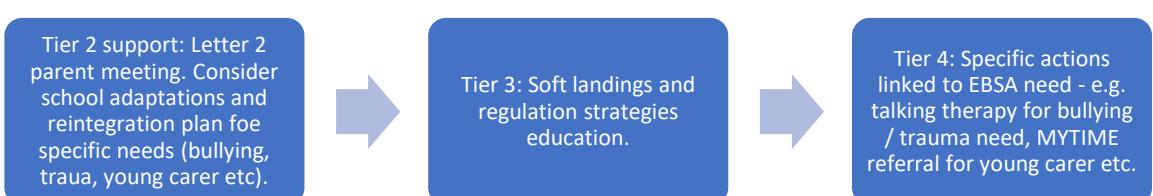
Self-harm:^{iv}



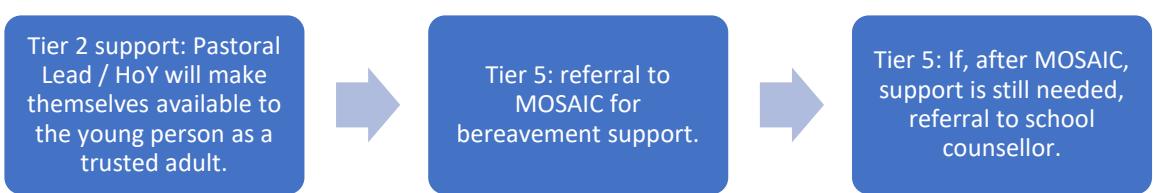
General anxiety:^v



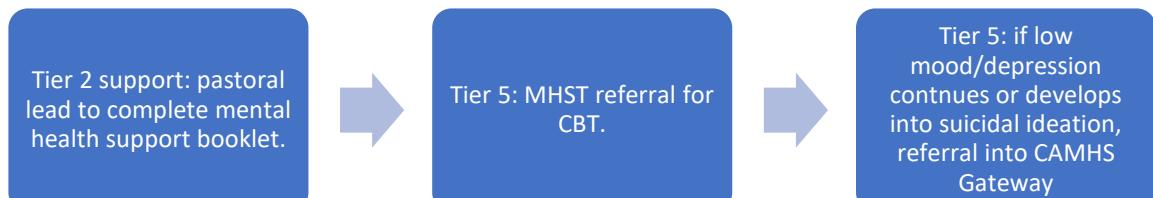
Emotion-based school avoidance (EBSA):^{vi}



Bereavement and grief:^{vii}



Low mood and depression:^{viii}



Signposting

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

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate.

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

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

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

Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

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

Confidentiality

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

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

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

Whole school approach

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

Working with parents and carers

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

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

Working with other agencies and partners

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

- The school nurses.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers.

Supporting peers

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

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

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

Further to this, at each of the CTMPD weeks (commitment to my professional development weeks), there will be a MH&W strand. This has included: *Managing anxiety in young people*, and MH&W training directed at line managers.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff, and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

Policy review

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

ⁱ An overview of our citizenship curriculum:

Citizenship curriculum

HT1: Wellbeing	HT2: Relationships	HT3: Democracy and government	HT4: Managing money	HT5: The justice system	HT6: Online safety
Year 7					
Confidence and self-esteem	Healthy relationships	How is the UK governed?	Saving and budgeting	What is the law/how are laws made?	Fact vs fiction
Emotional wellbeing	Choices in relationships	The monarchy	Debt	Crime	Cyber-bullying
Reframing failure	Keeping ourselves safe	How does democracy work?	How the country manages money	Crime prevention	Our impact online
Journaling		KO Quiz	KO Quiz	KO Quiz	KO Quiz
Year 8					
Mental Health	Relationships and sexuality	Democracy in the UK	Money choices	Evaluating the justice system	Media bias
Stress	Boundaries	Democracy in the US	Money and mental health	The justice system in action	Internet citizenship
Physical and mental health	Stereotypes	Other forms of government	Financial risk	Principles and the law	Risks online
Minimalism		KO Quiz	KO Quiz	KO Quiz	KO Quiz
Year 9					
Drugs and addiction	Contraception and pregnancy	UK political parties	Money management	Why do we need laws on equality?	Online grooming
Alcohol	Pornography and sex in the media	Should politicians be model citizens	Financial decisions	UK progress on equality laws	Information sharing
Screening for poor health	Domestic violence	Our role in democracy	Money in today's world	Does the law in the UK need updating?	Digital citizenship
Online wellbeing		KO Quiz	KO Quiz	KO Quiz	KO Quiz

ⁱⁱ The RSE / Health education audit for 2022-23: https://wintoncollege-my.sharepoint.com/:b/g/personal/rhilton_glenmoorandwinton_org_uk/ERQ6U6hrj5FHgLeC1lZfikBT8c57Y2VeyF5FW5OnpXHA?e=CuhatT

ⁱⁱⁱ The graduated response to MH&W at Glenmoor and Winton

SEND GRADUATED SUPPORT

1

UNIVERSAL SUPPORT

- High quality inclusive teaching
- Adaptive teaching strategies
- Different learning materials or special equipment
- Education on protective and risk factors for mental health

2

EARLY INTERVENTION

• Additional in-class support	• Referral for exam access arrangements
• SEND testing & Observations	• Pastoral lead check-ins
• Soft landings and exits	• Mental health workbook (pastoral led)
• Homework club support	
• Positive mentoring	

3

TARGETED GROUP WORK

- Small group interventions
- BOOST course (zones of regulation / anger management / exam anxiety)
- Reasonable adjustments to support the inclusion in the school community.

4

ONE-TO-ONE SUPPORT

- 121 interventions (ELSA, counselling)
- Referral for an Educational Health Care Plan
- Bespoke timetable

5

EXTERNAL SUPPORT

- Educational Health Care Plan reviewed annually.
- Multi professional support
- External referrals (CAHMS/ sensory support/ Paediatrics etc.)

^{iv} Response is directed by Anna Freud advice: [Self-harm : Mentally Healthy Schools](#)

^v Response is directed by Anna Freud advice: [Anxiety : Mentally Healthy Schools](#)

^{vi} Response is directed by Anna Freud advice: [addressing-emotionally-based-school-avoidance-rebrand.pdf
\(d1uw1dikibnh8j.cloudfront.net\)](https://d1uw1dikibnh8j.cloudfront.net/addressing-emotionally-based-school-avoidance-rebrand.pdf)

^{vii} Response is directed by Anna Freud advice: [Bereavement and grief : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/bereavement-and-grief/)

^{viii} Response is directed by Anna Freud advice: [Low mood or depression : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/low-mood-or-depression/)