



The Academy at
St James
Aspire, Achieve, Believe

The Academy at St James
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The Academy at St James

Whole School Mental Health and Wellbeing Policy



Headteacher:
R.Thompson

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1. Policy Statement

At The Academy at St James, we are committed to promoting positive mental health and emotional wellbeing for all students, their families, staff and governors. Our open culture allows students' voices to be heard and ensures a safe and supportive environment. Mental health is embedded within safeguarding and school systems in line with KCSIE and DfE guidance.

2. Scope

This policy is a guide for all staff, including non-teaching staff and governors, outlining the school's approach to supporting mental health and emotional wellbeing. It links to safeguarding, SEND and behaviour.

3. Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs
- Support staff to access appropriate guidance and support
- Provide appropriate support and signposting for pupils and families
- Develop resilience and coping strategies
- Support staff wellbeing

4. Key Staff Members

All staff share responsibility. Key roles include pastoral staff, DSL and SENCO. Both DSL and SENCO are trained in mental health ensuring strong leadership, early identification, and effective coordination.

Key roles include:

- DSL: Rebecca Oxley
- SENCO: Suzanne Harrison
- Headteacher: Ruthi Thompspon
- Business Manager: Katharine Kennedy
- Pastoral Team: Suzanne Louch, Lisa Barker, Zoe Lawrenson (Learning Mentors)

Concerns must be logged on CPOMS and shared with the DSL in line with KCSIE.

5. Individual Care Plans

When a pupil has identified needs, a care plan is created with pupil, parents and professionals.

6. Teaching Mental Health

Mental health is taught through the RSHE curriculum in line with statutory guidance. Pupils are supported to understand emotions, build resilience, develop coping strategies and know how to seek help. Learning is reinforced across the wider curriculum and school environment.

7. Signposting

Clear information is provided to pupils, staff and families about how to access support. This includes in-school provision and external services such as FYI website, CAMHS and MHST.

8. Sources of Support

Support includes in-school provision such as pastoral care, SEMH interventions and wellbeing support, alongside external services including CAMHS, MHST and local authority services. Collaboration with external professionals ensures appropriate support is in place.

Website support -

MHST - The Mental Health Support team provides support to children and young people (school age), school staff, parents, and carers. We offer therapy and support to young people who may be struggling with mild to moderate mental health difficulties as well as supporting their schools to adopt a whole school approach to mental health and wellbeing.

<https://www.bdct.nhs.uk/services/mental-health-support-team/>

FYI – Bradford FYI is a free, impartial service offering advice, information and signposting to children, young people and families in Bradford

<https://fyi.bradford.gov.uk/information-advice/>

Treacle – Treacle is a free and easy-to-use social prescribing directory. It gathers information about small local groups, as well as national help and support, into one site.

<https://www.treacle.me/>

9. Warning Signs

Staff are trained to recognise warning signs such as changes in behaviour, mood, attendance, engagement or academic progress. All concerns are taken seriously and acted upon promptly.

10. Targeted Support

The school uses a graduated response to provide targeted support. Early help processes, including EHAT, are used where appropriate and referrals to external services are made when needed. Particular consideration is given to vulnerable pupils.

11. Managing Disclosures

Disclosures are handled calmly and sensitively. Staff listen, reassure and record information accurately on CPOMS. Safeguarding procedures are followed where there is any risk of harm.

12. Confidentiality

Confidentiality is respected but cannot be guaranteed where safeguarding concerns exist. Information is shared on a need-to-know basis in line with safeguarding procedures, and pupils are informed where appropriate.

13. Whole School Approach

Mental health is embedded across leadership, curriculum, environment and culture. The school promotes pupil voice, staff awareness and consistent supportive practice.

14. Working with Parents/Carers

Parents are key partners. The school communicates sensitively and works collaboratively to support pupils, ensuring parents are informed and involved appropriately.

15. Supporting Peers

The school recognises the impact of mental health on peers and provides guidance and support to ensure pupils can support others safely while maintaining their own wellbeing.

16. Training

All staff receive regular safeguarding and mental health training. Additional CPD supports staff to respond confidently to emerging needs.

17. Staff Wellbeing

The school actively promotes staff wellbeing through a supportive culture, access to support and consideration of workload. Staff wellbeing is recognised as essential to effective practice.

18. Monitoring and Review

Provision is monitored through safeguarding data, pupil voice, staff feedback and review of interventions. The policy is reviewed annually or in response to changes in guidance.

19. Impact and Evaluation

The impact of mental health provision is monitored regularly.

- Monitoring CPOMS safeguarding data
- Pupil voice and wellbeing feedback
- Staff confidence and feedback
- Review of interventions and outcomes
- Parent/carers feedback