



**The Park Federation Trust**  
**Hannah Ball Academy**  
**Mental Health, Wellbeing and Bereavement Policy**  
**2025-2026**

## Approval History

<b>Signed by CEO &amp; Federation Principal</b>	<b>Dr Martin Young</b>
<b>Date of Approval</b>	<b>September 2025</b>
<b>Date of Review</b>	<b>September 2025</b>
<b>Date of next Review</b>	<b>September 2026</b>

Signed by Chair Dr. Martin Young Date of approval 04/09/2025 Date of review Date of next review September 2025 September 2026

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# Hannah Ball Academy

## Positive Mental Health and Wellbeing Policy

### **1. Policy Statement**

Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, work productively, and contribute to their community (World Health Organisation).

1.1 At Hannah Ball Academy, we are committed to promoting positive mental health for all staff and pupils. We achieve this through universal, whole-school approaches alongside targeted, specialised support for vulnerable pupils.

1.2 We recognise the prevalence of mental health issues among pupils—on average, three children in a classroom may have a diagnosable mental health condition. By implementing practical, relevant, and effective policies and procedures, we aim to create a safe, stable, and supportive environment for all pupils affected directly or indirectly by mental ill health.

### **2. Scope**

2.1 This policy outlines the school's approach to promoting positive mental health and wellbeing and provides guidance for all staff, including non-teaching staff and governors.

2.2 It should be read alongside the Medical Policy (where mental health overlaps with medical issues) and SEND Policy (for pupils with identified special educational needs).

### **3. Policy Aims**

- Promote positive mental health for all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Provide support for staff working with pupils experiencing mental health difficulties.
- Provide support to pupils suffering mental ill health, their peers, and parents/carers.

### **4. Lead Members of Staff**

4.1 All staff share responsibility for promoting pupil mental health. Key leads include:

- **Letitia Powell – Senior Mental Health First Aider, Vice Principal, Deputy Designated Safeguarding Lead**

- **Ravinder Mawdia – SENDCo, Designated Safeguarding Lead, Mental Health First Aid Champion**
- **Emma Meeking - Wellbeing Lead**
- **Shelley Sullivan – Attendance Officer, Welfare Officer, Mental Health First Aid Champion**
- **Mark Whittle – Mental Health First Aid Champion**
- **Tania Payne – Pastoral Lead, Mental Health First Aid Champion, ELSA**
- **Nicola Pascal - Mental Health First Aid Champion, ELSA**

4.2 Staff concerned about a pupil's mental health should initially speak to the Senior Mental Health First Aider (**Letitia Powell**).

If there is an immediate safeguarding concern, follow child protection procedures and refer to the Designated Safeguarding Lead (**Ravinder Mawdia**) or Principal (**Lorraine Machingauta**).

For medical emergencies, alert the Welfare Officer (**Shelley Sullivan**) or first aid staff and contact emergency services as necessary.

4.3 Referrals to CAMHS or the Mental Health Support Team will be managed by **Ravinder Mawdia**.

## **5. Individual Care Plans**

5.1 Pupils with identified mental health needs or diagnoses will have an individual care plan developed collaboratively with the pupil, parents/carers, and relevant health professionals. This plan will include:

- Details of the pupil's condition
- Special requirements and precautions
- Medication and side effects
- Emergency contacts and procedures
- The school's role in supporting the pupil

## **6. Supporting Pupils**

6.1 Identification of pupils needing support may come from behaviour logs, SENDCo assessments, or concerns raised by staff or parents/carers.

6.2 Support strategies include:

- Behaviour monitoring and positive behaviour plans
- Allocation of Pastoral Leads 1:1 support
- Social skills groups and Emotional Literacy Support (ELSA)
- Referrals to external services such as School Nursing Team, Educational Psychologists, or CAMHS

- Multi-agency or Early Help referrals for coordinated support

## **7. Teaching About Mental Health**

7.1 Mental health education is embedded in our PSHE curriculum, tailored to the specific needs of each cohort.

7.2 We focus on developing pupils' knowledge, skills, language, and confidence to seek help for themselves or others.

7.3 We use Jigsaw PSHE and Kapow's Well-being programmes, following guidance to deliver mental health and emotional wellbeing content safely and sensitively.

## **8. Signposting**

8.1 Staff, pupils, and parents are made aware of available support within school and the local community. Details are accessible via our website:

8.2 Support information is displayed in communal areas and regularly highlighted in the curriculum, ensuring pupils understand what help is available, who it is for, how to access it, why to seek it, and what to expect next.

## **9. Warning Signs**

9.1 Staff should take seriously any warning signs indicating mental health or emotional wellbeing issues and report concerns to **Letitia Powell/Ravinder Mawdia**.

9.2 Possible signs include:

- Repeated or suspicious physical harm
- Changes in eating/sleeping habits
- Social withdrawal or isolation
- Mood or activity changes
- Declining academic performance
- Talking about self-harm or suicide
- Substance misuse
- Expressions of hopelessness or failure
- Secretive behaviour or skipping activities
- Increased lateness or absenteeism

## **10. Managing Disclosures**

10.1 Staff must respond calmly, supportively, and non-judgmentally to any disclosure of mental health concerns.

10.2 Listen carefully without probing 'why,' prioritising the pupil's emotional and physical safety.

10.3 Record disclosures confidentially, including date, staff member, main points, and agreed next steps.

10.4 Share records with the Senior Mental Health Lead, who will provide advice and support.

## **11. Confidentiality**

11.1 Staff must be clear about confidentiality limits, explaining to pupils when concerns need to be shared for their safety.

11.2 Disclosures must be shared with the Designated Safeguarding Lead and Senior Mental Health Lead. Parents should be informed unless safeguarding concerns dictate otherwise.

11.3 If child protection issues arise, the Designated Safeguarding Lead must be informed immediately, and parents may not be contacted initially.

## **12. Working with Parents**

12.1 When informing parents of mental health concerns, staff should:

- Prefer face-to-face meetings in private settings
- Consider who should be present (parents, pupil, staff)
- Clarify meeting aims

12.2 Recognise parents' potential emotional reactions and allow time for reflection.

12.3 Provide information leaflets and signpost further support for parents.

12.4 Agree to clear the next steps and keep a confidential record of the meeting.

## **13. Supporting All Parents**

13.1 We support parents by:

- Sharing mental health information and resources via our website
- Informing parents about who to contact with concerns
- Making the mental health policy accessible
- Offering information sessions and coffee mornings
- Keeping parents informed about PSHE mental health topics and ways to support learning at home

## **14. Supporting Peers**

14.1 Friends of pupils experiencing mental health issues may need additional support to stay safe and provide healthy support.

14.2 Support is tailored case-by-case through one-to-one or group sessions, involving the pupil and parents as appropriate.

## **15. Bereavement**

15.1 The impact of a death varies depending on the deceased's role, community connections, and circumstances (e.g., suicide or sudden death).

15.2 In the event of a death:

- Hold a staff meeting promptly, informing absent staff sensitively
- Provide factual, age-appropriate explanations to pupils
- Designate a spokesperson for media communications if needed
- Maintain communication with families, staff, and relevant services
- Inform parents by letter from a nominated staff member
- Provide mental health team support for staff, pupils, and parents
- Use consistent scripts for staff when discussing the death with pupils
- Arrange memorials or collective acknowledgements as appropriate

15.3 Informing parents and pupils should be timely, clear, and sensitive, with special consideration for pupils with additional needs.

## **16. Training**

16.1 All staff receive regular training on recognising and responding to mental health issues as part of safeguarding training.

16.2 Additional training needs are identified through performance management and supported throughout the year.

16.3 Twilight sessions may be held to address specific mental health topics.

16.4 Staff CPD suggestions can be discussed with the school's Senior Leadership Team, who will provide access to relevant training resources.

## **17. Policy Review**

This policy will be reviewed at least every two years, with the next review due in September 2026. It will be updated immediately to reflect any personnel changes.