

Pupil Mental Health and Wellbeing Guidance

This guidance applies to:

Francis Holland Regent's Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these are clearly highlighted in appendices 1 to 3.

Document owner	Prep: Deputy Head Pastoral RP: Deputy Head Pastoral SSq: Senior Deputy Head Pastoral
Type of document	Non-statutory guidance
Last reviewed / approved by / date	Schools: late 2024 SLTs: Spring 2025 Safeguarding Committee: May 2025
Next review due	Autumn 2026
This version published	15 th May 2025
Circulation	<input type="checkbox"/> Trust Website <input checked="" type="checkbox"/> Schools' Websites <input checked="" type="checkbox"/> Schools' SharePoints <input type="checkbox"/> FHS People All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	Safeguarding and Child Protection Behaviour and Sanctions EYFS Missing Child Procedures Health and Safety Safety During Educational Visits Risk Assessment First Aid and Accident Reporting Attendance

Introduction

Francis Holland Schools are committed to supporting and fostering the mental health and wellbeing of all pupils, where pupil wellbeing is a priority. Our wellbeing service underpins our high-quality academic offerings. We support pupils in developing good mental health practices and emotional resilience through education, awareness, and tools to handle daily challenges. We believe that pupil success includes good mental health and emotional resilience. Our goal is for pupils to leave as confident, resilient and accountable individuals with a strong sense of self-awareness and pride in their achievements, with a sense of purpose to give back to the community and wider world.

This guidance document focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- Learning Needs Policy
- Behaviour and Sanctions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Attendance Policy

Legislation and guidance

This guidance document was written with regard to:

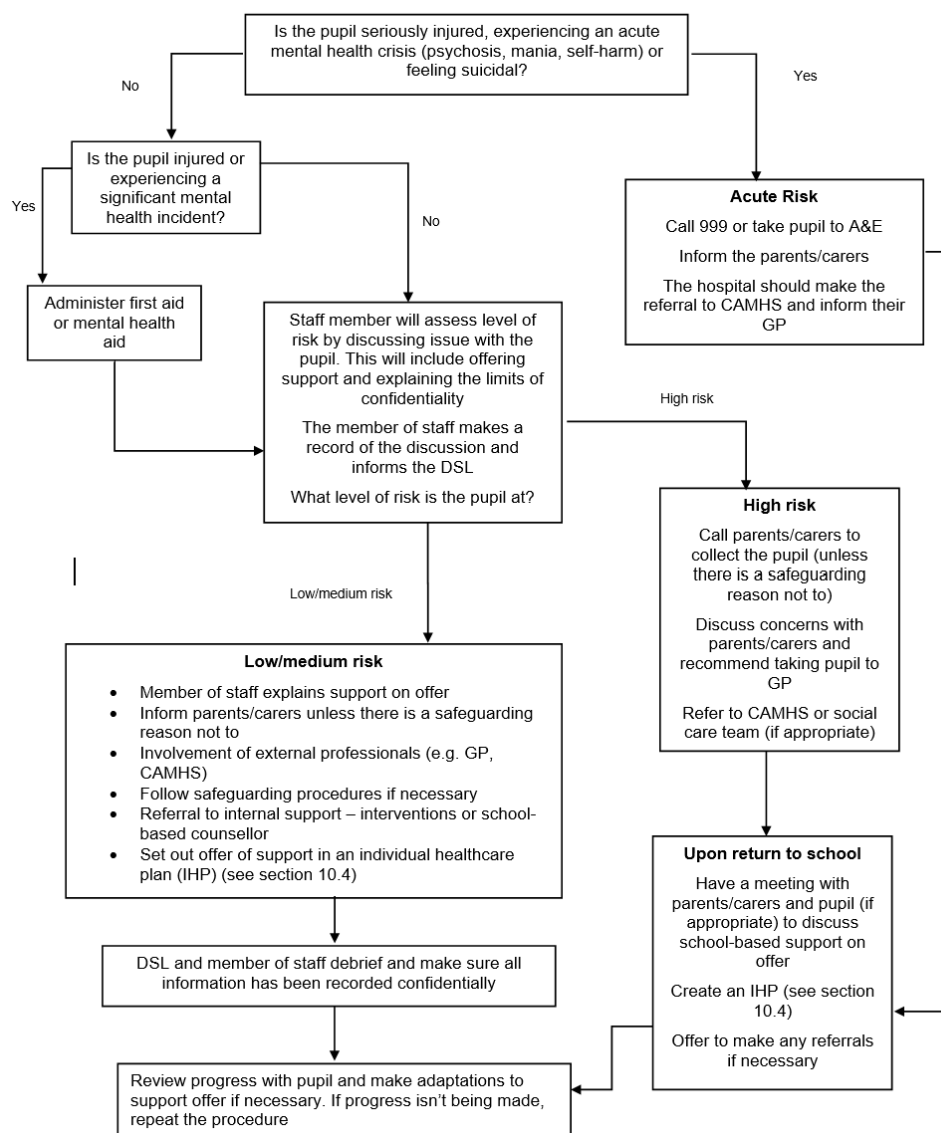
- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#), DfE November 2022

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our schools and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated Safeguarding Lead (DSL) or one of the Deputy Designated Safeguarding Leads (DDSL), Senior Mental Health Lead (SMHL) or member of the pastoral team.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. A full list of these staff can be found in the appendix of each school. The Headteacher in all three schools has the overarching responsibility for pupil wellbeing.

Procedure to follow in case of acute mental health crisis



Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns

- Attitude in lessons or academic attainment
- Level of personal hygiene
- Motivation
- Social isolation
- Poor attendance or punctuality
- Experiencing low self-esteem; expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Drug or alcohol misuse
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide
- Regularly feeling tearful or upset

Managing disclosures

If a pupil discloses information about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's Safeguarding and Child Protection Policy and pass on all concerns to the DSL or member of the pastoral team to provide appropriate support to the pupil. All disclosures are recorded on CPOMS.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

Confidentiality

Staff are committed to maintaining transparency regarding confidentiality when supporting pupils' mental health. Pupils will be informed upfront that any disclosure may need to be shared with others to ensure their safety and wellbeing.

A disclosure cannot be confidential for the following reasons:

- Being the sole person responsible for a pupil's mental health could negatively impact the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff must always share concerns about a pupil's mental health with at least one appropriate colleague. This is typically the DSL, DDSL, SMHL or a member of the pastoral team. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Where possible, staff will obtain the pupil's consent before sharing information, however, the pupil's safety is top priority, and information may be shared without consent if it is necessary to protect the pupil from harm.

Parents or carers will be informed unless there is a child protection concern, in which case the Safeguarding and Child Protection Policy will be followed.

Process for managing disclosures around confidentiality

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL, SMHL or member of the pastoral team
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will first try and share the information with the chosen elected member of staff, before recording the disclosure on CPOMS
6. The DSL/SMHL or member of the pastoral team will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting pupils

Baseline support for pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, PSHE and mental health awareness week,
- Signposting all pupils to sources of online support on our school website, in form rooms and on the pupil SharePoint

- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health (see appendices)
- Monitoring all pupils' mental health through Pulse
- Appointing mental health first aiders to ensure both pupils and staff have more people to access should they find themselves in crises
- Offering pastoral support, e.g. through Heads of Year

Assessing what further support is needed

If a pupil is identified as having a mental health need, the DSL, SMHL or pastoral leader will take a graduated and case-by-case approach to assessing the support our school can provide, in conjunctions with parents (if appropriate), further to the baseline support detailed above.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered by each school is listed in the appendix.

Individual health care plans

A pupil will be offered an individual healthcare plan (IHP) if the pupil poses a harm to herself or has a diagnosed mental health illness.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

The following support and process for pupils on individual health care plans that wish to go on residential trips are as follows:

- A meeting with the trip organiser, parents/guardians, DSL/SMHL, any relevant professionals, and the pupil (where relevant) to discuss the nature of the trip, any trigger points on the trip and the IHP
- The pupil will have their own/will be added to the trip's risk assessment
- Establish a teacher on the trip with whom the pupil will communicate any difficulties and who the pupil will check-in with on a daily basis
- Parents/guardians must be contactable, and if necessary willing and able to pick the pupil up from the trip if the trip leader deems necessary

Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

Supporting and collaborating with parents/guardians

We will work with parents/guardians to support pupils' mental health by:

- Asking parents/ guardians to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/ guardians of mental health concerns that we have about their child
- Engaging with parents/ guardians to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including this Mental Health and Wellbeing guidance
- Every parent has access to Tooled UP – an online resource bank of issues that relate to parenting, including many resources on mental health concerns and wellbeing
- Liaising with parents/ guardians to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/ guardians on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/ guardians informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home
- Hosting information webinars that explore mental health topics

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/guardians are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded on CPOMS.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/guardians.

Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support
- Where relevant and in line with GDPR, informing parents/guardians

Signposting

Sources of support are displayed around our school and linked to on our school website, and student SharePoint so pupils and parents/guardians are aware of how they can get help.

The pastoral team will be available to provide further information to pupils and parents/guardians if they want to learn more about what support is available. There is more information on each school in the appendix.

Whole school approach to promoting mental health awareness

Curriculum, teaching and learning:

Most mental health awareness is taught through PSHE lessons. Our approach to teaching mental health focuses on creating a supportive and inclusive environment where students feel safe to express their emotions and seek help. We integrate mental health education into our curriculum, emphasizing the importance of self-awareness, resilience, and empathy. Through workshops, discussions, and activities, we aim to equip students with the tools they need to manage stress, recognize signs of mental health issues, and support their peers. Our goal is to foster a culture of openness and understanding, ensuring that every student knows they are not alone, and that help is always available.

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

Outline the support offered to staff, e.g.

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Staff may access the school's online health and well-being services, 'Wellhub'

Appendix 1: Pupil Mental Health and Wellbeing at Francis Holland Prep

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. The following staff have more specific roles:

- Headteacher: Overarching responsibility for pupil wellbeing
- Deputy Head Pastoral: Responsible for overseeing and addressing pupil wellbeing needs
- Designated Safeguarding Lead (DSL): Takes lead responsibility for child protection and wider safeguarding in the Trust
- Deputy Designated Safeguarding Lead (DDSL): Works closely with the DSL to support pupils with safeguarding needs
- *Senior Mental Health Lead (SMHL): Provides leadership on mental health initiatives and support*
- Special Educational Needs or Disabilities Co-ordinator (SENDCO): Oversees provision for pupils with SEND
- Mental Health First Aiders: Trained staff to provide mental health first aid in acute situations
- Attendance Lead: Senior leader responsible for monitoring pupil attendance
- School Nurse: Provides health-related support for pupils
- School Counsellors: Offer professional counselling services to support pupil mental health
- Head of PSHE: Leads the delivery of the PSHE curriculum, including mental health education

Internal staff communication

Pupils with mental health concerns should not be the sole responsibility of a single point of contact. It is essential that these cases are discussed more broadly to identify any safeguarding issues, share best practices, and utilise prior knowledge. Where appropriate, this can be achieved through one or more of the following:

- Weekly line management meetings
- Weekly HOY's meeting (with the School Nurse)
- Weekly Safeguarding meetings
- Half-termly pastoral teams' meetings

Avenues for pupils to provide feedback

Pupils are reminded that they may seek any member of staff, with whom they feel comfortable talking to. Not all pupils feel confident in disclosing information face-to-face, for those pupils they may:

- Report via locked boxes (located on the ground and first floors), these are checked daily
- Use Whisper – an anonymous reporting tool
- Check in with 'Pulse' weekly and Pastoral staff will pick up on concerning individual check-ins, and notice trends

For wider mental health issues which pupils may wish to raise, they can do so via:

- School Council
- Pupil Voice sessions with SLT

- Year Group Forums

Internal mental health interventions

- Counselling
- Time-out pass
- Reduced timetable
- School Nurse
- 'The Space'

Signposting

Sources of support for pupils may be found in the following places:

- Posters in form rooms, school noticeboards, bathrooms and on the TV at the front of the school
- Through whole school/year group assemblies
- Student SharePoint
- Emails

Sources of support for parents/guardians may be found in the following places:

- The weekly newsletter
- Letters from the Pastoral team
- Guest Speakers
- Tooled UP
- PSHE/RSE parental booklet on MySchoolPortal

Appendix 2: Pupil Mental Health and Wellbeing at Francis Holland Regent's Park

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. The following staff have more specific roles:

- Headteacher: Overarching responsibility for pupil wellbeing
- Deputy Head Pastoral: Responsible for overseeing and addressing pupil wellbeing needs
- Designated Safeguarding Lead (DSL): Takes lead responsibility for child protection and wider safeguarding in the Trust
- Deputy Designated Safeguarding Lead (DDSL): Works closely with the DSL to support pupils with safeguarding needs
- Senior Mental Health Lead (SMHL): Provides leadership on mental health initiatives and support
- Special Educational Needs or Disabilities Co-ordinator (SENDCO): Oversees provision for pupils with SEND
- Mental Health First Aiders: Trained staff to provide mental health first aid in acute situations
- Attendance Lead: Senior leader responsible for monitoring pupil attendance
- School Nurse: Provides health-related support for pupils
- School Counsellors: Offer professional counselling services to support pupil mental health
- Head of PSHE: Leads the delivery of the PSHE curriculum, including mental health education
- Head of Lower School: Overarching responsibility for the wellbeing of pupils in the Lower School, providing support and guidance to Heads of Year
- Head of Middle School: Overarching responsibility for the wellbeing of pupils in the Middle School, providing support and guidance to Heads of Year
- Head of Year: Provide year-specific pastoral care and support
- Form Tutors: Serve as first point of contact for pupils, providing daily support and guidance

Internal staff communication

Pupils with mental health concerns should not be the sole responsibility of a single point of contact. It is essential that these cases are discussed more broadly to identify any safeguarding issues, share best practices, and utilise prior knowledge. Where appropriate, this can be achieved through one or more of the following:

- Weekly line management meetings
- Weekly HOY's meeting (with the School Nurse)
- Weekly Safeguarding meetings
- Half-termly pastoral teams' meetings

Avenues for pupils to provide feedback

Pupils are reminded that they may seek any member of staff, with whom they feel comfortable talking to. Not all pupils feel confident in disclosing information face-to-face, for those pupils they may:

- Report via locked boxes (located on the ground and first floors), these are checked daily
- Use Whisper – an anonymous reporting tool

- Check in with 'Pulse' weekly and Pastoral staff will pick up on concerning individual check-ins, and notice trends

For wider mental health issues which pupils may wish to raise, they can do so via:

- School Council
- Pupil Voice sessions with SLT
- Year Group Forums

Internal mental health interventions

- Counselling
- Time-out pass
- Reduced timetable
- School Nurse
- 'The Space'

Signposting

Sources of support for pupils may be found in the following places:

- Posters in form rooms, school noticeboards, bathrooms and on the TV at the front of the school
- Through whole school/year group assemblies
- Student SharePoint
- Emails

Sources of support for parents/guardians may be found in the following places:

- The weekly newsletter
- Letters from the Pastoral team
- Guest Speakers
- Tooled UP
- PSHE/RSE parental booklet on MySchoolPortal

Appendix 3: Pupil Mental Health and Wellbeing at Francis Holland Sloane Square

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. The following staff have more specific roles:

- Headteacher: Overarching responsibility for pupil wellbeing
- Deputy Head Pastoral: Responsible for overseeing and addressing pupil wellbeing needs
- Designated Safeguarding Lead (DSL): Takes lead responsibility for child protection and wider safeguarding in the Trust
- Deputy Designated Safeguarding Lead (DDSL): Works closely with the DSL to support pupils with safeguarding needs
- *Senior Mental Health Lead (SMHL): Provides leadership on mental health initiatives and support*
- Special Educational Needs or Disabilities Co-ordinator (SENDCO): Oversees provision for pupils with SEND
- Mental Health First Aiders: Trained staff to provide mental health first aid in acute situations
- Attendance Lead: Senior leader responsible for monitoring pupil attendance
- School Nurse: Provides health-related support for pupils
- School Counsellors: Offer professional counselling services to support pupil mental health
- Head of PSHE: Leads the delivery of the PSHE curriculum, including mental health education

Internal staff communication

Pupils with mental health concerns should not be the sole responsibility of a single point of contact. It is essential that these cases are discussed more broadly to identify any safeguarding issues, share best practices, and utilise prior knowledge. Where appropriate, this can be achieved through one or more of the following:

- Weekly line management meetings
- Weekly HOY's meeting (with the School Nurse)
- Weekly Safeguarding meetings
- Half-termly pastoral teams' meetings

Avenues for pupils to provide feedback

Pupils are reminded that they may seek any member of staff, with whom they feel comfortable talking to. Not all pupils feel confident in disclosing information face-to-face, for those pupils they may:

- Report via locked boxes (located on the ground and first floors), these are checked daily
- Use Whisper – an anonymous reporting tool
- Check in with 'Pulse' weekly and Pastoral staff will pick up on concerning individual check-ins, and notice trends

For wider mental health issues which pupils may wish to raise, they can do so via:

- School Council
- Pupil Voice sessions with SLT

- Year Group Forums

Internal mental health interventions

- Counselling
- Time-out pass
- Reduced timetable
- School Nurse
- 'The Space'

Signposting

Sources of support for pupils may be found in the following places:

- Posters in form rooms, school noticeboards, bathrooms and on the TV at the front of the school
- Through whole school/year group assemblies
- Student SharePoint
- Emails

Sources of support for parents/guardians may be found in the following places:

- The weekly newsletter
- Letters from the Pastoral team
- Guest Speakers
- Tooled UP
- PSHE/RSE parental booklet on MySchoolPortal