

PICKHURST ACADEMY

PUPIL MENTAL HEALTH & WELL-BEING POLICY

JULY 2025

Next Review Date: July 2027

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Pickhurst Academy – Pupil Mental Health & Well-being Policy – July 2025

Executive Summary for the Pickhurst Academy – Pupil Mental Health & Well-being Policy July 2025:

Key Contacts

- Designated Mental Health Lead: Miss D D'Costa
- Designated Mental Health First Aider: Mrs K Bracey

Purpose and Vision

- Support all pupils in developing positive mental health, resilience, and emotional well-being.
- Create a safe, non-stigmatizing environment where pupils feel confident to express concerns.
- Promote social, cultural, sporting, and academic growth.

Core Aims

Pickhurst Academy aims to:

- Build a supportive community fostering personal development.
- Develop emotional resilience via PSHCE and curriculum integration.
- Provide access to targeted support for mental health issues.
- Normalize and destigmatize mental health difficulties.
- Refer serious cases to specialist services (e.g., CAMHS, Bromley Well-being).
- Make reasonable adjustments for pupils with mental health needs.
- Train staff to identify, respond to, and support pupils effectively.
- Respect confidentiality, sharing information only on a need-to-know basis.

Support Available at Pickhurst

- 1:1 Listening Ear & Counselling
- Referrals to Bromley services (e.g., Children's Project, MENCAP, Young Carers)
- Anger Management Support: "Volcano in my Tummy"
- Therapies: Lego Therapy, Bereavement Support
- Group Interventions: Nurture Groups, Boost Groups, Social Skills Groups
- Sensory Support and interest-based Clubs (e.g., Lego, Chess, Quiet Club)

Staff Training

- Staff receive ongoing mental health and safeguarding training.
- Mental Health Leads attend external courses and support meetings (e.g., TACs).
- Training supports staff to handle SEN, vulnerable pupils, and referral processes.

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Parental Engagement

- Families are encouraged to share mental health history to support their child's needs.
- Information is treated confidentially, with disclosures limited to essential staff.
- Pupil references from previous schools include pastoral or medical information to ensure continuity of care.

Confidentiality & Safeguarding

- Trust is essential; pupils are unlikely to seek help without confidentiality assurances.
- Information is shared only in exceptional circumstances (e.g., risk of harm or safeguarding concerns).

Linked Policies and Resources

Available on the Trust/Academy websites:

- Safeguarding, SEND, Equality, First Aid, and Health & Safety Policies

Key contacts:

- Bromley Well-being: 0203 770 8848
- CAMHS: 020 8315 4430
- Local Offer: [bromley.gov.uk/LocalOffer](https://www.bromley.gov.uk/LocalOffer)
- Other Resources: MIND, MENCAP, GOV.UK mental health taskforce

Policy Monitoring & Review

- Reviewed every 2 years, next due July 2027
- Updates require CET Board approval.

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PICKHURST ACADEMY

PUPIL MENTAL HEALTH & WELL-BEING POLICY

Designated Mental Health Lead

Pickhurst Academy: Miss D D'Costa

Designated Mental Health First Aider

Pickhurst Academy: Mrs K Bracey

Introduction

Mental Health affects all aspects of a child's development including their cognitive abilities, their social skills as well their emotional well-being. Childhood and teenage years are when mental health is developed and patterns are set for the future. For most children the opportunities for learning and personal development offered at school are exciting and challenging and an intrinsic part of their school experience. However, they can also give rise to anxiety and stress. Children may also suffer anxiety or stress owing to circumstances outside school.

It is important not to label as "mental health" difficulties what are in reality normal emotional reactions to new experiences. However, a number of children may experience emotional or psychological difficulties that without appropriate professional support are more persistent and inhibit their ability to participate fully in school. In addition, some children may arrive at school with a pre-existing psychological difficulty.

Mental health difficulties can seriously impair academic performance and may lead to confused or disturbed behaviour. Minor difficulties that interfere with a child's capacity to work may also result in distress and wasted effort and undermine academic progress.

A more seriously affected child may require a significant level of professional support. Children do suffer from depression. Whilst the suicide rate among teenagers is below that in the general population, young people are vulnerable to suicidal feelings.

Aims of Chancery Education Trust and the Academy Schools

As stated in its Child Protection and Safeguarding Policy, Chancery Education Trust and the Academy Schools are committed to providing a safe and secure environment for pupils and promoting a climate where pupils will feel confident about sharing any concerns, which they may have. We wish them to be happy and thrive whilst at their Academy School and to ensure they acquire the skills necessary for life after school.

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We aim to provide a supportive environment that will help pupils who experience mental health difficulties, including helping them to realise their academic and non-academic potential. By providing the opportunity to pursue social, emotional, cultural and sporting fulfilment, in addition to academic excellence, we also aim to facilitate and promote positive mental health and well-being.

Chancery Education Trust and the Academy Schools seek to achieve these aims by:

- Nurturing a supportive community that encourages a sense of social responsibility and spiritual and personal development
- Helping children to develop emotional resilience through the Academy School's PSHCE provision and other curriculum areas
- Providing a range of support to pupils who may need help and guidance
- Maintaining a culture in which mental health difficulties are accepted, not stigmatised
- Liaising with and referring to the appropriate services to ensure that pupils with serious mental health difficulties receive appropriate treatment
- Meeting the support and learning needs of pupils with mental health difficulties
- Making reasonable adjustments to policies and procedures which might otherwise unlawfully discriminate against pupils with mental health difficulties
- Ensuring that the availability of support is accurately represented to both prospective and current pupils and their families
- Establishing consistent procedures across the Academy Schools within the Trust for helping pupils with mental health difficulties
- Providing guidance and awareness training to the teaching and other staff involved in the support and care of pupils
- Respecting the confidentiality of personal information provided by pupils with mental health difficulties

Providing Support

Chancery Education Trust and the Academy Schools recognise that children and young people may experience mental health difficulties and provide a range of support (medical and non-medical) to pupils who may need help and support:

- Listening Ear (1-1 drop in)
- Counselling (1-1 sessions)
- Referral to Local Community Well-being Service: Local Borough Children Support Service, MENCAP, Local Boroughs Young Carers, Bromley Children's Project
- Volcano in my Tummy (resource and support for Anger Management)
- Lego Therapy
- Bereavement resources and support
- Nurture Groups
- Boost Groups
- Sensory Support
- Range of clubs that appeal to different interest levels eg sport, Lego chess, Quiet club (indoor games/social skills)

Where necessary, the Trust and Academy Schools can refer a pupil to other agencies within the local Mental Health Services.

Staff Training

Providing guidance and awareness training to the teaching and other staff is paramount to ensure that we are able to provide support and care to pupils. The Designated Mental Health Lead and Designated Mental Health First Aider regularly attend meetings regarding pupils' welfare and family support, for example a TAC meeting. They attend relevant courses to increase understanding and ensure referral routes are best utilised. In addition, in order to provide specific support, they will provide interventions and referral routes for pupils with SEN and Disabilities and those children considered vulnerable.

Families providing information

We recognise that our pupils come from a wide variety of backgrounds, with differing attitudes and approaches to mental health difficulties. It is important that the families of pupils who have, or have had, mental health difficulties are encouraged to share this information with an appropriate member of staff. The Trust and Academy Schools need to know of the pupil's circumstances in order to provide proper support and ensure that reasonable adjustments can be made to enable them to learn and study effectively. Pupils and their families can share their relevant health information on the understanding that the information will be shared on a strictly need-to-know basis. In other words, only those who need to know will be informed.

The Trust and Academy Schools ask for a confidential reference from a pupil's previous school and specifically asks whether there are any pastoral or medical issues of which the Trust and Academy Schools should be aware in order to discharge our duty of care.

Respecting Confidentiality

A pupil with mental health difficulties is extremely unlikely to seek help unless they know the information they provide will be treated as confidential. Doctors, nurses, counsellors are all required to observe confidentiality in accordance with strict ethical codes. Whilst emphasising the responsibility to respect privacy, these codes also provide advice about the very rare circumstances when it would be appropriate to share information with third parties who need to know that there are specific concerns about a pupil, for example where there is a significant danger of a pupil harming themselves or a child protection and safeguarding concern.

Supporting Policies and Resources

All supporting policies and procedures are publicly available on the Trust's and Academy School's website

1. Child Protection and Safeguarding Policy
 2. Code of Conduct Policy (a copy of this policy is available from the Academy School's office)
 3. First Aid & Medicines Policy
 4. Health & Safety Policy
 5. Special Educational Needs and Disabilities Policy
 6. The Equality Act
 7. The Academy School's Equality Information and Objectives
- Bromley Well-being
Telephone: 0203 770 8848
E-mail: info@bromleyy.org
Address: 17 Ethelbert Road, Bromley, BR1 1JA
 - CAMHS
Telephone: 020 8315 4430
Address: Stepping Stones House, 38 Masons Hill, Bromley, BR2 9JG
 - Bromley Local Offer
For information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational needs or disabilities.
<https://www.bromley.gov.uk/LocalOffer>
 - MIND the Mental Health Charity
 - www.gov.uk – children and young people's mental health and well-being taskforce
 - www.Mencap.org.uk

Monitoring and Implementation Policy

The policy is reviewed every 2 years, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Pupil Mental Health & Well-being Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	CET Board	July 2025
Review by Committee	CET Board	July 2025
Approved by Committee	CET Board	December 2025
Adopted by Governing Board	CET Board/LGB	February 2025
To be reviewed every 2 years		
Review by	July 2027	

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