



**Avonbourne Boys' & Girls' Academies**

The best in everyone™

Part of United Learning

# **Mental Health and Well-being Policy 2025-2026**

## Context

Regional Director: Mr Stuart Ingram
Principal: Mrs Michelle Dyer
Governor with responsibility for Mental Health: Lucie Barton-Ridges (Safeguarding Governor)
Senior Mental Health Leads: Miss Coralie Crisell & Mrs Angelina Brittain
Designated Safeguarding Lead: Miss Natasha England
Wellbeing Lead: Ms Sam Barrett
Lead first aiders: Ms Anna Urbanek and Mr Chris Lyons
Pastoral Staff: Appendix 1
This policy will be reviewed annually
Ratified by Mrs M Dyer (Principal) 3 <sup>rd</sup> July 2025
Policy date: Summer 2025
Review date: Summer 2026

This policy outlines the framework for Avonbourne Boys' and Girls' Academies and aims to support mental health and well-being for all our community.

This policy is in line with our Special Educational Needs and Disabilities policy and safeguarding policy. Mental health needs, overlap with all of our policies and this policy fits firmly within our safeguarding procedures.

### Introduction

Avonbourne Academies aim to support students, staff and their local communities to be resilient and mentally healthy. We aim to provide a safe environment that empowers trust and belonging and creates a culture that both supports and nurtures mental health.

In 2023, one in five children and young people aged 8 to 25 had a probable mental health condition (Reported by Mental Health of Children and Young People in England, 2023). These concerning statistics reflect how mental health in young people is more prevalent than ever.

### Aim

Avonbourne Academies is fully committed to supporting and promoting the emotional health and well-being of all our students and staff.

We aim to have a supportive and caring ethos and endeavour to maintain a respectful and kind approach, where each individual and contribution is valued. As an Academy community, we have a clear and up to date understanding of mental health and how that presents differently for everyone.

Within our academies, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility and that we all have a role to play. As professionals, we ensure that we are up to date with current practice and are able to sign-post where additional support is needed.

Throughout our work we will endeavour to:-

- help our students to understand their emotions and feelings better.
- help our pupils feel comfortable sharing any concerns or worries.
- help our pupils socially to form and maintain relationships.
- promote self-esteem and ensure our pupils know that they count.
- encourage pupils to be confident and proud.
- help students to develop emotional resilience and manage setbacks.

We promote a mentally healthy environment through: -

- Actively promoting our Academy REACH values and encouraging a sense of belonging.
- Weaving the 'Five ways to wellbeing' throughout school life (as recommended by the NHS).
- Encouraging student voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through encouraging students to take responsibility for themselves and others.
- Encouraging students to reflect on their wellbeing and that of others.
- Access to a tiered approach to support and referral, appropriate to students' needs (a graduated response).

The Department for Education and Public Health England have outlined their 8 principles for mental health good practice which we have adopted at the Avonbourne Academies.

Leadership and Management (ALL)	Ethos and Environment (PREVENT, IDENTIFY)	Curriculum, Teaching and Learning (PREVENT)	Student Voice (PREVENT)
Staff Development, Health and Well-being (PREVENT AND IDENTIFY)	Identifying Needs and Monitoring Impact (IDENTIFY)	Working with Parents, Carers and Families (IDENTIFY, EARLY SUPPORT, ACCESS)	Targeted Support and Appropriate Referrals (ACCESS)

We work firmly within the following 4 areas: -

**1) Prevention:**

- creating a safe and calm environment where mental health problems are less likely.
- improving the mental health and well-being of the whole school population.
- equipping pupils and students to be resilient so that they can manage the normal stress of life effectively.

This will include teaching students about mental well-being through the curriculum and personal development and reinforcing this teaching through school activities and our ethos.

At Avonbourne Academies, we believe all students should have access to support with their Mental Wellbeing. We prevent any issues arising by:

<p><b>Wellbeing Sessions</b></p> <p>These are delivered through the tutor time programme at Key Stage 3. Topics are focused around areas students identify in Aspirations quizzes i.e., sleep, self-esteem, physical health and keeping safe online.</p>	<p><b>Wellbeing hub</b></p> <p>A dedicated hub devoted to student wellbeing. A space for interventions and drop ins as well as resources and activities.</p>	<p><b>Teaching</b></p> <p>Quality first teaching with scaffolding support to help all students achieve lesson outcomes.</p>	<p><b>Staff</b></p> <p>Dedicated and caring staff who value all students regardless of ability.</p>
<p><b>PSHE</b></p> <p>Delivered through our fully sequenced from Year 7 to Year 13, PSHE curriculum (link)</p>	<p><b>Pastoral Support</b></p> <p>Dedicated Head of Year and Pastoral Lead for each year group to monitor progress and well-being of all students.</p>	<p><b>Assemblies</b></p> <p>An assembly rota based upon our values and education with character provides the opportunity for year groups and houses to meet together as a community and raise awareness on topics such as resilience, wellbeing, anti-bullying etc.</p>	<p><b>Bespoke Support</b></p> <p>Tailored group or individual support, which may include provision such as nurture groups, ELSA or counselling support.</p>

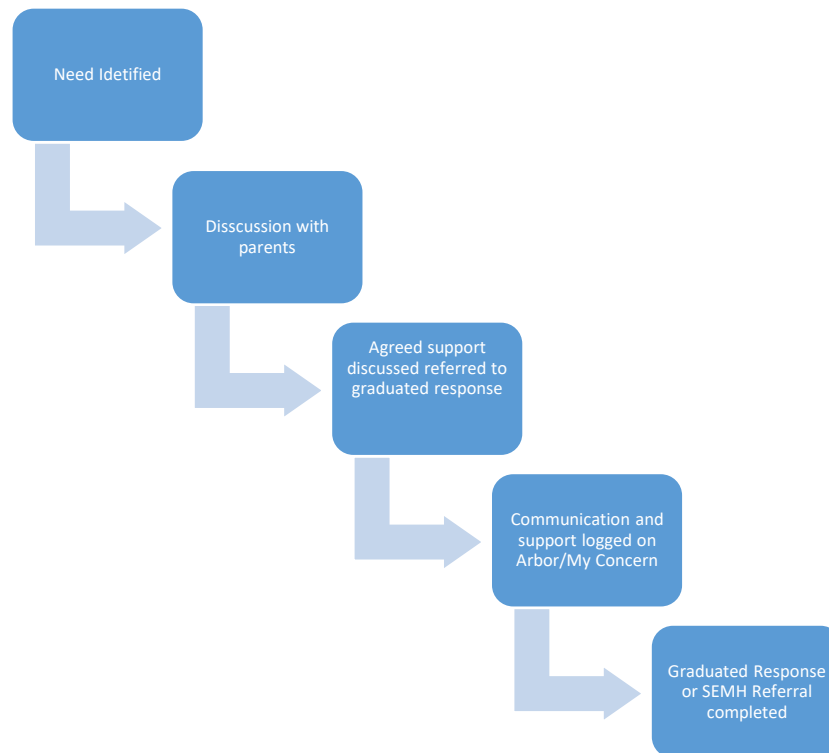
## 2) Identification:

- recognising emerging issues as early and accurately as possible.
- processes and structure to support staff with identifying emerging issues.
- signposting guidance.

We understand that students will present their mental health challenges in different ways and as such, we need to be vigilant in our observations. This includes: -

- Monitoring attendance.
- Monitoring punctuality.
- Discussions around relationships.
- Changes in approaches to learning.
- Physical indicators including any evidence of self-harm.
- Monitoring changes in negative behaviours.
- Being aware of changes in family circumstances including divorce, bereavement, long term illness.
- Changes to personal health situations.

Our Year teams, teaching and support staff play a fundamental role in identifying needs of students at Avonbourne Academies. Students themselves are also able to speak to staff if they are concerned about their mental health and well-being and we welcome communication from parents and carers.



1. Need Identified – the concern would be added to My Concern (triaged within 24 hours to SEMH and Safeguarding team).
2. Discussion with parents – dependent on the level of concern this could be via telephone or via a face-to-face meeting. A care plan/risk assessment may need to be completed.
3. Agreed support outcome – this could be universal or pastoral support or an SEMH referral completed.
4. Referral discussed at fortnightly meeting attended by DSL, Representative from Wellbeing Hub and SEND.
5. Support is allocated as per Wellbeing pyramid or external agencies consulted – the referral could qualify for NHS Mental Health Team.

### 3) Early support:

- supporting pupils and students to access evidence informed early support and interventions.
- Signposting current resources for access
- Pastoral leads in place as the gatekeepers and communication between home and school
- Wellbeing hub – accessed via wellbeing passes or specialist therapy-based groups.
- Counselling

Once need has been identified, the Wellbeing team will refer to the Graduated Response triangle below to determine the best layer of support.

#### **4) Access to specialist support**

Working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

This will be feedback on the SEMH referral form for the Head of Year team to action/communicate this home.

We work with a variety of external agencies to promote and support mental health. These include:-

- CAMHs
- Specialist Addiction Support Networks
- Early Help
- Specialist Support services
- Safeguarding teams
- School nurse
- GPs
- Community Paediatricians
- Educational Psychologists

At the Academies we work closely with the NHS Dorset Mental Health Support Team (MHST). The team visit Avonbourne once a fortnight to discuss any cases and to support us to provide further external mental health support that is available. They also provide training for our staff, work with parents and with our students.

#### **Signposting Support for Parents and Carers**

We know that finding the appropriate support as a parent of a student who may be suffering with their mental health can be difficult.

Our Academy websites signpost some agencies and websites which may be able to give you advice and guidance.

## Safeguarding

What does 'safeguarding' mean? The term 'safeguarding children' describes an approach to keeping children safe from suffering or being likely to suffer from harm. It also means helping and supporting young people when they have problems. Safeguarding is the responsibility of all adults at the academy

Is there something or someone worrying you? Who can you tell? For example, are you worried about something at home?

You can tell **ANY** member of staff. If you are not sure who you tell you should go to your **Year Team** or one of the **Safeguarding Leads**. They can all help you.

## Pastoral Team



**Mrs Gill-Taylor**  
Head of Year



**Miss Woodward**  
Head of Year



**Mr Taylor**  
Head of Year



**Mr Ryan**  
Head of Year



**Mr Nash**  
Pastoral Lead



**Mrs Burley**  
Head of Year

## Safeguarding Leads



**Miss England**  
Director of Safeguarding, Designated Safeguarding Lead



**Mr Maund**  
Senior Vice Principal, Designated Safeguarding Lead



**Mr Brown**  
Head of Year



**Miss Farrell**  
Head of Year



**Miss Eastwood**  
Pastoral Lead



**Mr Payne**  
Pastoral Lead



**Miss Underdown**  
Pastoral Lead



**Mr Mitchell**  
Head of Year



**Mr McKay**  
Deputy Designated Safeguarding Lead



**Miss Crisell**  
Assistant Principal, Deputy Designated Safeguarding Lead



**Miss Fisher**  
Pastoral Lead



**Mr Eddy**  
Pastoral Lead



**Mrs Spicer**  
Pastoral Lead



**Mrs Buckley**  
Pastoral Lead



**Mrs Adams**  
Assistant Head of Year



**Mrs Green**  
Pastoral Lead



**Mrs Dickens**  
Safeguarding & Pastoral Lead

What happens when you share your concerns?

That member of staff will listen to you. They will then share your concerns confidentially to the Safeguarding Team. Someone from the Safeguarding Team will then provide support to help you and your concerns.

# AVB Wellbeing Support – Graduated Response

