



Fulbridge Academy Social, Emotional, Mental Health Policy

Date approved:	
Date reviewed:	Sep 2025
Date of next review:	Sep 2028

Contents

	Item	Page Number
1	Introduction	1
2	Purpose	1
3	Scope	1
4	Definitions	1
5	Legal Framework	3
6	Our Staff	3
7	Our Curriculum	3
8	Training	3
9	Identifying needs for pupils	4
10	Signposting	6
11	Targeted Support	6
12	Working with parents	6
13	External Agencies	6
14	Our Offer	9

15 Code of Conduct 9 16 Complaints 10 17 Review and implementation 10 18 Appendices 11

1. Introduction

At Fulbridge Academy we are committed to supporting the social, emotional and mental health (SEMH) for all. This specifically includes supporting pupils, parents and staff members. As an establishment of education and work, we understand our responsibility and obligation in this area.

Information about social, emotional and mental health is highly sensitive and such information should be kept confidential. All people are protected from any form of harassment or victimisation based upon a disclosure concerning their mental wellbeing.

We recognise that SEMH needs can hinder a person's ability to access work or education.

2. Purpose

This policy has been created to ensure our social, emotional and mental health 'offer' is available and accessible for all. We aim to achieve an environment where we can promote good mental health whilst training all staff to spot concerns, offer support and seek advice if necessary for each other, our pupils and their families.

3. Scope

This policy should be read in conjunction with the:

FA Safeguarding and Child Protection Policy

FA SEND Policy

FA Behaviour Policy

MAT Staff Wellbeing Policy

MAT Attendance Policy

MAT Equality and Diversity Policy

MAT Supporting Pupils with Medical Conditions Policy

In addition to the:

Fulbridge Academy Curriculum Approach

4. Definitions

SEMH is a term originating from the 2014 SEND Code of Practice. SEMH is a broad term used to define a range of different needs.

(www.SEMH.co.uk)

Social and Emotional Development means how children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to:

- form and sustain positive relationships
- experience, manage and express emotions
- explore and engage with the environment.

(www.helpmegrowmn.org)

Mental health includes our **emotional, psychological and social wellbeing**. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. The World Health Organisation defines mental health: *"Mental health is not just the absence of mental disorder. It is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."*

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure.

(World Health Organisation)

Wellbeing is the state of being **comfortable, healthy or happy**.

Mental Health Disorders - Mental illness, also called mental health disorders, refers to a wide range of mental health conditions — **disorders that affect your mood, thinking and behaviour**. Examples of mental illness include:

- **Anxiety** – Agitation, significant changes in appetite, headaches, digestive difficulties, or panic attacks. Includes post-traumatic stress disorder (PTSD), an anxiety disorder that may be characterised by repetitive memories or flashbacks of a traumatic event.
- **Depression** – Low mood, lack of motivation, sense of emptiness, change of appetite, disturbed sleep patterns, withdrawal, self-neglect, self-loathing, thoughts of hurting or killing oneself.
- **Mania** – Elated mood, rapid speech, little sleep, relentless high energy, reckless behaviour, delusions or hallucinations. Mania with depression may also be a feature of bi-polar disorder (also known as manic depression).
- **Psychosis** – Disordered or paranoid thoughts, delusions, disorganised or strange speech, "hearing voices", hallucinations, agitated or bizarre behaviour, extreme emotional states.
- **Schizophrenia** – Schizophrenia is the most common psychotic disorder. In addition to the symptoms of psychosis listed above, this disorder may be characterised by negative symptoms such as social withdrawal, poor personal hygiene and poor motivation.
- **Anorexia Nervosa** – An eating disorder characterised by extreme fear of being fat, distorted body image, extremely low dietary intake, excessive exercise.
- **Bulimia Nervosa** – An eating disorder characterised by binge eating, induced vomiting, induced diarrhoea.
- **Obsessive-Compulsive** – Repetition of behaviours, rituals, checking, ruminating, repetitive thoughts. Intense fear, usually with one focus such as open or confined spaces, heights, rats, spiders, social situations.

5. Legal Framework

We recognise and abide by the laws that govern this policy, together with the statutory regulations that apply, for example, but not limited to:

- The Equality Act 2010 which recognises that a mental health condition that adversely affects behaviour amounts to a disability
- SEND 0-25 years Code of Practice 2014
- Keeping Children Safe in Education
- Health and Safety at Work Regulations 1999
- The Mental Health Act 1983
- Data Protection Act 1998 and GDPR.

6. Our Staff

Whilst all staff have a responsibility to promote and support the mental health of pupils, some staff have roles with a specific, relevant remit:

Senior Leaders for Mental Health
Designated Safeguarding Lead (DSL)
Deputy and other Safeguarding Leads (DDSL)
Mental Health First Aiders (MHFA)
Special Educational Needs and Disability Coordinator (SENDCo)
SENDCo Assistant
SEND Officer
Emotional Literacy Support Assistant (ELSA)
Attendance Officer

7. Our Curriculum

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our Citizenship and Ethics curriculum. Links to other areas of the curriculum may present themselves too.

For further information, please see the [AJCurriculum Website](#).

8. Training

Senior Leads for Mental Health - DfE approved courses taken in 2022 and 2025 with Creative Education.

Senior Leadership Team - annual Mental Health and Wellbeing Training - in school led by Senior Lead for Mental Health.

SENDCo - National SENDCo Award and NPQ for SEND

Teaching Staff - annual and ongoing curriculum training through CPD and staff meetings.

Support Staff - in-house support staff training.

All Staff - Annual safeguarding training.

All Staff - Mental Health and Wellbeing Updates.

9. Identifying Needs for Pupils

Some pupils may be identified as having Mental Health needs by a professional.

Some pupils may be identified as requiring Social Emotional and Mental Health (SEMH) support as an SEND need in school.

Other social, emotional mental health concerns can be monitored through identifying a range of possible difficulties including:

Attendance

Punctuality

Relationships

Approach to learning

Physical indicators

Negative behaviour patterns

Family circumstances

Recent bereavement

Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

Changes in eating/sleeping habits

Becoming socially withdrawn

Changes in activity and mood

Talking or joking about self-harm or suicide

Expressing feelings of failure, uselessness or loss of hope

Repeated physical pain or nausea with no evident cause

An increase in lateness or absenteeism

Mental Health Crisis. A mental health crisis is when you feel a person is at breaking

point and they need urgent help. It is useful to distinguish between Mental Health Stress, Mental Health Distress and a Mental Health crisis.

<u>Stress</u>	<u>Distress</u>	<u>Crisis</u>
Bad mood Lacking energy Difficulty sleeping Inability to relax Lack of enjoyment Physical complaints	Sudden changes from regular behaviour patterns Deterioration of work Multiple absences Expressions of intense emotions References to suicide Deterioration in appearance or hygiene Significant weight change Self-disclosure of distress Upsetting events Concern expressed by	Suicidal statements or attempts Homicidal threats or attempts Extreme emotions Inability to communicate Loss of contact with reality Experiencing trauma Previous suicide attempt(s) History of mental disorders, particularly clinical depression History of alcohol and substance abuse Impulsive or aggressive tendencies

In the event of a Mental Health Crisis, we will seek to support the person experiencing the crisis by:

Calling 999

Visiting A&E

Calling an emergency GP

Calling a helpline

Calling a Crisis Team (if the person is already under their care)

10. Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support where necessary. The following is a link to the Fulbridge Academy website.

[Fulbridge Academy Mental Health and Wellbeing Offer](#)

11. Targeted Support for Pupils

Where pupils experience Mental Health and Well Being difficulties, we will provide clear pathways for help and referral, using a coherent teamwork approach, including in the involvement of outside agencies.

All staff will explicitly teach social and emotional skills, attitudes and values, using positive, experiential and interactive methods and resources. ALI staff will integrate this learning into the mainstream processes of school life.

Some staff will provide more targeted work on social and emotional skill development for pupils in difficulties, this may include 1:1 and/or small group work.

Some specialist staff will be referred to in order to initiate innovative specialist programmes to ensure they are implemented authentically, transferring responsibility to staff whenever possible, to ensure longer term sustainability and integration.

12. Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Share sources of further support where necessary
- All staff will ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about at school and share ideas for exploring this learning at home.

13. External Agencies

MHST - The Mental Health Support Teams work with parents, young people and schools. They provide guided self-help strategies and interventions using Cognitive Behavioural Therapy (CBT). If a child is primary school aged (5 to 11 years old) - we will be working with the parents or carers.

YOUUnited offers help to children and young people with their emotional wellbeing and mental health registered with a GP in Cambridgeshire and Peterborough. It is available to those up to the age of 25 and offers a range of support including therapies, counselling and guided self-help.

Referrals can be made to YOUUnited by a GP or any professional working with children or young people. Referral information can be found on the CPFT website here and in the attached briefing note.

All referrals are triaged and assessed by specialist staff from YOUUnited who then work with children and young people, as well as their family or carers if necessary, on the best pathway to support their needs. The YOUUnited referral hub only accepts professional referrals. Young people between 17 and 25 can self-refer to Centre 33.

CAMHS - Child and Adolescent Mental Health Services, which are specialized NHS services offering assessment and treatment for children and young people up to age 18 experiencing mental health difficulties, psychological distress, or neurodevelopmental challenges.

Please also see the MHWB provision map for other national and local services.

14. Our Offer

	What?	For Who?	By Who?
1	Senior Mental Health Leads in post	The Academy	The Academy
2	Ensure our Mental Health Offer is available to all & reviewed	All	MHWB Senior Leads
3	Senior Leadership Team Training	Leaders	MHWB Senior Leads
4	Staff Training	All Staff	MHWB Senior Leads
5	MHWB agenda is threaded through the Curriculum	Pupils	Assistant Principals for Education

6	Lessons promote discussions about MHWB	Pupils	Class Teams
7	SEMH Referral System in	Pupils	Inclusion Leader
8	place Pastoral Support	Pupils	Inclusion Team
9	Available Staff Support is Available	Staff	Team Leaders MHFA HR Personnel Team
10	Parents are informed/signposted to support via Website	Families	MHWB Senior Lead

11	The 'voice' of pupils, parents and staff is heard.	All	MHWB Senior Leads
----	--	-----	-------------------

15. Our Procedures:

All staff will implement the aims and objectives of the policy. Staff will be trained to spot the warning signs in pupils, parents or each other. SEMH referrals can be made to the Inclusion Team.

Our academy aims to identify children with mental health needs as early as possible to prevent things getting worse. We will identify and manage risk. At Fulbridge we actively support positive mental health.

We participate in:

- Campaigns and assemblies to raise awareness of mental health.
- Pastoral support
- Interventions/provision to improve pupils' communication skills around dealing with issues, resolving conflict.
- Displays and information around the school and on the website about positive mental health and where to go for help and support.
- Reasonable adjustments for pupils experiencing mental health difficulties.

We will:

	What?	For Who?	By Who?
1	Know our Duty of Care	All	All Staff
2	Give Training including Induction	All Staff	MHWP Leads
3	Plan for Teaching & Learning	All pupils	Class Teams
4	Share Support for Families	All parents/carers	All Staff
5	Use CPOMs for confidentiality	All pupils	All Staff
6	Review Referrals	Pupils	Inclusion Team
7	Ensure the Policy is	All	MHWP Leads
8	effective Communicate	All	All
9	Our Offer	All	MHWP Leads
10	Monitor Our Offer	All	Governors
	Review Our Offer		

15. Code of Conduct

We believe that staff, parents and children are entitled to a safe and protective environment in which we work. We value a strong and positive relationship with parents and carers, together this helps us achieve the very best for our children in a mutually supportive partnership with parents, class teachers and the academy community.

Creating the best outcomes for children requires the relationship between home and academy to be based on the principles of care, integrity, trust and mutual respect. Behaviour that will cause harassment, alarm or distress to any users of the academy premises is contrary to the aims of the Academy.

16. Complaints

Any complaints should be made following guidance sought from the *Academy Complaints Policy and Procedure*. This is available from the Academy website or can be requested from the Personal Assistant to the Principal.

17. Review and implementation

Unless otherwise required, this policy will not be reviewed for a period of three years. It is the responsibility of **all staff** including the Senior Leadership Team to ensure this policy is fairly implemented in the day to day running of the academy.

Appendices:

Keep your head website

Growing up can be challenging – with exams, issues with friends, changes at home, or finding a job. This can affect how we feel and it can impact on our wellbeing and mental health. The Keep your head website brings together good, reliable information on social, emotional mental health for children and young people, parents and carers, and professionals.

Kooth website

The Kooth website is an online counselling and emotional wellbeing platform for children and young people, accessible on mobiles, tablets, and via your desktop.

Transitions from Children and Young People (CYP) to Adult services / Preparing for adulthood

When young people transition to adult health services the aim is to ensure that any assessment of need is completed as early as possible and enable a seamless move to appropriate universal and specialist healthcare. Importantly, this includes identifying the different services available once someone reaches a certain age and supporting the young person to access alternative healthcare and support for that young people, and their families, to achieve identified outcomes.

Those who may have a greater need within health service transitions could include but not limited to:

- Young people in receipt of children's continuing care funding that move to adult continuing healthcare services and funding.
- Young people accessing child and adolescent mental health services moving to adult mental health services; and
- Young people with an Education, Health & Care (EHC) Plan that identifies other health services in order to meet assessed needs and outcomes. Mental health difficulties are very common, 75% of adult mental health needs commence by the age of 14 years and 1 in 4 adults will experience issues with their mental wellbeing at some time in their lives.
- Young people aged 17 can access Adult Mental Health Services either via their GP or through self-referral to the services, depending on the service and support required.

National-level guidance from the National Institute for Health and Care Excellence (NICE), published in 2016, is not focused specifically on mental health conditions but highlights that transition support in any health or social care service should:

- Involve the young person and their family or carers, primary care practitioners and colleagues in education, as appropriate.
- Address all relevant outcomes, including those related to education and employment; community inclusion; health and wellbeing, including emotional health; independent living and housing options.

For more information on which Mental Health Services and support is available please go to [Keep Your Head Website](#).

Organisations:

Mind's services

- [Mind's helplines](#) provide information and support by phone and email.
- [Local Minds](#) offer face-to-face services across England and Wales. These services include talking therapies, peer support and advocacy.
- [Side by Side](#) is our supportive online community for anyone experiencing a mental health problem.

Befrienders Worldwide

befrienders.org

Worldwide directory of emotional support helplines.

Campaign Against Living Miserably (CALM)

0800 58 58 58

thecalmzone.net

Provides listening services, information and support for anyone who needs to talk, including a web chat.

Community Advice and Listening Line (C.A.L.L.)

0800 132 737 (helpline)

81066 (text HELP plus your message)

callhelpline.org.uk

Provides information and support for people experiencing a mental health problem in Wales.

Helplines Partnership

helplines.org

Membership body for helplines in the UK. Includes a searchable directory of services.

Mind Recovery Net

mindrecoverynet.org.uk

Publishes information on recovery colleges, including a searchable list of providers.

The Mix

0808 808 4994

85258 (crisis messenger service, text THEMIX)

themix.org.uk

Support and advice for under 25s, including a helpline, crisis messenger service and webchat.

National Institute for Health and Care Excellence (NICE)

nice.org.uk

Produces guidelines on best practice in healthcare.

National Suicide Prevention Helpline UK

0800 689 5652

www.spbristol.org/NSPHUK

Helpline offering a supportive listening service to anyone with thoughts of suicide, available 24/7.

NHS 111 (England)

111

111.nhs.uk

Non-emergency medical help and advice for people in England.

NHS 111 (Wales)

111 (Hywel Dda, Powys, Aneurin Bevan and Swansea Bay (including Brigid) Health Boards)

0845 46 47 (all other areas of Wales)

111.wales.nhs.uk

Non-emergency medical help and advice for people living in Wales. The contact number for this service differs depending on which area of Wales you are in.

NHS UK

nhs.uk

Information about health problems and treatments, including details of local NHS services in England.

Nightline Association

nightline.ac.uk

Lists contact information for helplines and listening services in universities and colleges across the UK.

Papyrus HOPELINEUK

0800 068 41 41

07860039967 (text)

pat@papyrus-uk.org

papyrus-uk.org

Confidential support for under-35s at risk of suicide and others who are concerned about them. Open daily from 9am–midnight.

Relay UK

relayuk.bt.com

Provides a talk/type relay service for anyone who has difficulty hearing or being understood when speaking over the phone. The cost of making phone calls through this service depends on your telephone service provider.

Rethink Mental Illness

0808 801 0525

rethink.org

Provides support and information for anyone affected by mental health problems, including local support groups.

Samaritans

116 123 (freephone)

jo@samaritans.org

Freepost SAMARITANS LETTERS

samaritans.org

Samaritans are open 24/7 for anyone who needs to talk. You can visit some Samaritans branches in person. Samaritans also have a Welsh Language Line on 0808 164 0123 (7pm–11pm every day).

Sane

sane.org.uk

Offers emotional support and information for anyone affected by mental health problems.

Stay Alive

prevent-suicide.org.uk

App with help and resources for people who feel suicidal or are supporting someone else.

Switchboard

0300 330 0630

switchboard.lgbt

Listening services, information and support for lesbian, gay, bisexual and transgender communities.