UNLOCKING POTENTIAL
LEVELLING THE SOCIAL AND ACADEMIC ARENA

MENTAL HEALTH AND WELLBEING POLICY

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated through trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

The board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.
The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

Date of policy	September 2025
Next review date	September 2027
Frequency of policy review (annually, every two years)	Every two years
Policy owner	Nikki Fouracre
Published policy	Yes ☒ No ☐
List of connected policies	Self-Harm Policy, Relational Policy, Safeguarding Policy, Anti-bullying Policy, SEND Policy, Behaviour Policy, Supporting Children with Medical Needs Policy, Children that cannot attend school due to medical needs Policy, Children looked after and previously looked after Policy, Equality and dignity at work Policy, Grief

Approved / Date	

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1. Named leads

Named Mental Health Lead: Nikki Fouracre

Mental Health First Aider: Helen Brayshaw

Designated Safeguarding Lead: Ben Bridger

Deputy Designated Safeguarding Leads: Nicky Wood, Tabi Anderson, Charlotte Ebdon, Debbie Williams

SENCo: Victoria Billany

CPD Lead: Caroline Cook

Children Looked After Lead: Ben Bridger

Lead First Aider: Lorraine Middleton

SEMH Team for staff: Debbie Williams, Simon Scarborough, Kim Cinicola, Abi Sherwin, Caroline Taylor Feld, Fran Wolfman, Helen Brayshaw, Bex Dixey, Janet Andrews, Gemma Fryer, Tabi Anderson.

Staff Social Secretaries: Helen Brayshaw, Bex Dixey.

Staff SEMH SLT links: Simon Scarborough, Debbie Williams

Named Governor with lead on mental health: Angela Baker

2. Why is mental health and wellbeing important at The Levels School?

We aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

The Levels School is a place for children and young people to experience a nurturing and supportive environment. We work to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school may be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Staff ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

We help to develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Trauma informed practice is embedded

3. Purpose of the policy

This policy sets out :

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

4. Definition of mental health and wellbeing

Mental health and wellbeing is not just the absence of mental health problems.

We use the World Health Organisation's definition of mental health and wellbeing, which states that good mental health is:

> "A state of well-being 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".

5. How the policy was developed and who was consulted

This policy was created by the SEMH (Social, Emotional Mental Health) Lead, in conjunction with members of the Safeguarding team. In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2023.
- Promoting children and young people's emotional health and wellbeing, Public Health England 2023.
- Promoting and supporting mental health and wellbeing in schools and colleges 2025
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2018.
- Supporting children with medical conditions, DfE 2017.
- Keeping Children Safe in Education 2025

- Education and Staff Wellbeing Charter 2024

Through the Student and staff Mental Health teams and Student Mentor Teams, we regularly review the following:

- Student views of the best ways to support mental health for all students
- Student activities to support mental health in tutor time
- Mentor programmes to support mostly new, but also the more vulnerable existing students
- Staff views of the best ways to support staff in their mental health

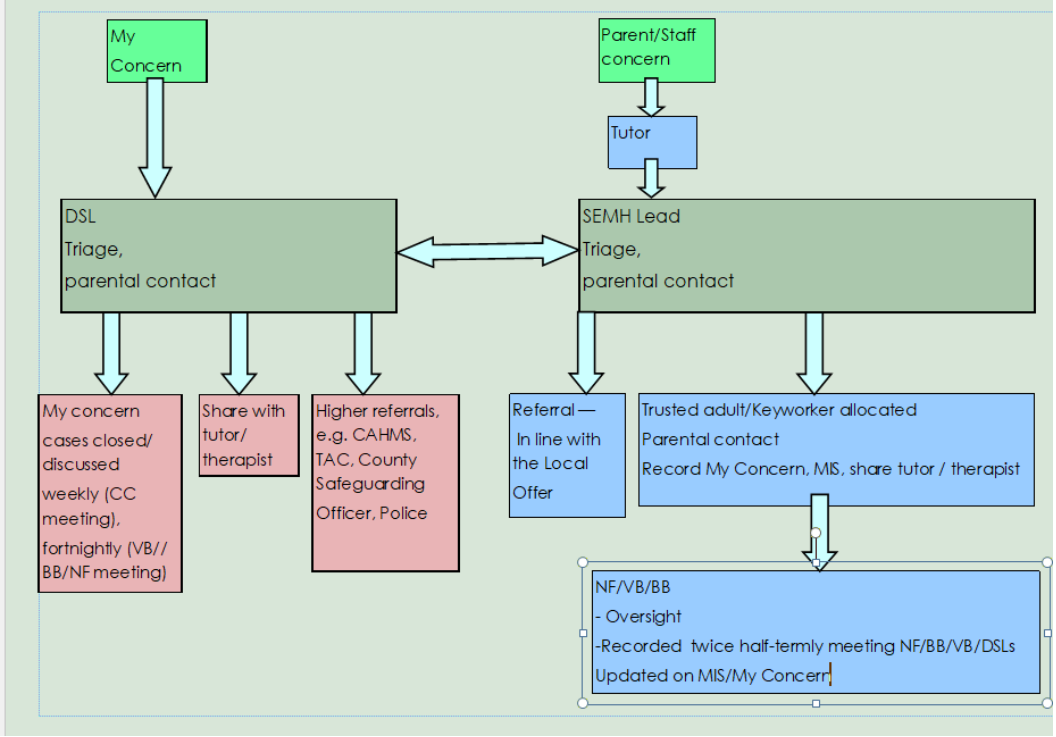
5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

7. Staff roles and responsibilities, including those with specific responsibility



The above flow chart outlines the processes followed when we are made aware of a mental health concern for a student. It shows a methodical approach, and how we work together as a team to ensure that all students are supported as needed.

Nikki Fouracre (SEMH Lead) responsibilities:

- To contribute to promoting good mental health and emotional well-being among students of all ages by:
    - Develop a whole-school approach to support mental well-being
    - Support teaching about mental health and well-being through an input into the tutor program and PHSE
    - Play a key part in identifying emerging mental health needs of students by:
    - Make sure staff can recognise signs and symptoms of mental health needs in students and know what to do should they have a concern
    - Refer those students on to health professionals for appropriate specialist support and treatment by:
    - Have a clear process to follow where a concern is raised about a student's mental well-being
    - Develop links with specialist mental health services

- Know what local and national help and support is available, so these can be signposted to students and their families to access help and support

- Support and managing students with mental health needs in the school environment and in their learning by:
    - Ensuring that vulnerable children and young people have mental health plans, or that their IEPs address mental health needs
    - Ensuring staff are equipped with the skills to support and manage students with mental health needs in their learning
    - Where appropriate, sharing information about students who are experiencing any mental health issues with those who work with them in school so that they can be supported in the school environment.
    - Ensuring any mental health needs are raised with the Tutor, SENDCo(and DSL and HT where appropriate) so that they are addressed in Annual Reviews

Tutor responsibilities linked specifically to SEMH; Stage 1 support:

- Manage the transition between home and school; promoting safety, a positive mindset and being ready to learn.

- To be a consistent point of contact for the students in the group.

- To promote student wellbeing to foster a happy and calm environment.

- To be part of a team to support students going through difficult times.

- To provide emotional and social support to tutees to allow them a positive experience across the whole school.

- To effectively communicate between parents, student and other staff as their 'champion'.

- To report on pastoral development on a termly basis.

- To provide support to classroom teachers in promoting good behaviour for learning.

- To work with teachers and therapists to develop strategies to support the student pastorally and academically.

Trusted Adults; Stage 2 support:

There may be times within a student's time at school where they need extra support above that which can be provided as a tutor. Students will have different SEMH needs. Sometimes these needs change, or the need becomes more acute rather than chronic. This may have been identified by a staff member, or it may be as a result of a My Concern report. A student will be able to identify a trusted adult who will be responsible for checking in with that student regularly, and be a point of call should the student need them. The main role of the Trusted Adult is to operate according to Trauma Informed practice. They will listen, accept the student's feelings (even if they don't match what they see), give them time and not be afraid to say that they need some thinking time to process something the student says.

The Trusted Adult/keyworker resources can be used to extend knowledge and understanding around a topic they may be less aware of. If a topic is really difficult for the keyworker to address, it may be appropriate to let the SEMH Lead or the DSL (Designated Safeguarding Lead) know that they would like to 'tag out' at this stage.

The trusted adult will work alongside the Safeguarding team, SEMH Lead, the tutor and parents to provide added nurturing for as long as is needed. They may also liaise with external agencies as appropriate, particularly if there are TAC meetings held for that student. Usually the trusted adult is gradually needed less as the student responds positively to the extra support, and eventually they will no longer be needed. This moment in time is identified during the Safeguarding/SEMH meeting which is held twice a half term.

It is understood that staff members acting as Trusted Adults will have varying experience in this type of role, and therefore they are overseen by the SEMH Lead. The SEMH Lead is responsible for ensuring that the Trusted Adult feels able to, and is trained sufficiently, to give the support required. A range of printable and electronic resources are available for Trusted Adults to consult also. A staff member may be a trusted adult for up to 3 students.

Keyworker support; Stage 3 support:

Sometimes it is identified that students need a more structured level of support, which will include a weekly 1:1 meeting with a keyworker of their choosing. If a staff member is already a tutor, it will be inadvisable for them to support more than one student in this way. A student is likely to have been identified as needing this level of support following a My Concern report, and is also likely to be supported by external agencies arranged with either the SEMH Lead or one of the Safeguarding team.

The Keyworker role is similar to the Trusted Adult one, whereby they will operate according to Trauma Informed practice. They will listen, accept the student's feelings (even if they don't match what they see), give them time and not be afraid to say that they need some thinking time to process something the student says.

Like the students receiving Trusted Adult support, their care will be discussed in the Safeguarding/SEMH meetings held twice a half term. The Keyworker will liaise between the Safeguarding team, SEMH Lead, the tutor and parents to provide added nurturing for as long as is needed. They may also liaise with external agencies as appropriate, particularly if there are TAC (Team around the Child) meetings held for that student. The SEMH Lead is responsible for ensuring that the Keyworker feels able and trained sufficiently to give the support required. A range of printable and electronic resources are available for Keyworkers to consult also.

Safeguarding Team: Ben Bridger (DSL), Debbie Williams, Nicky Wood, Tabi Anderson, Charlotte Ebdon, Victoria Billany (SENCo)

The Safeguarding team and the SEMH team work together very closely to ensure students are supported regarding their mental health. Communication occurs via many means, but the key information is always recorded in either a My Concern file, or on our MIS (Management Information System). In addition there is a meeting twice a half term for the Safeguarding Team, SENCo and SEMH Lead to discuss individual students, and a record is kept of these discussions.

8. Supporting children' positive mental health

Responsibility for student mental health is led by Nikki Fouracre as the SEMH lead, but it is recognised that every staff member has a role to play regarding good mental health for our students. Caroline Cook as CPD Lead ensures that staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health – as such she ensures that all staff are trained appropriately using CPD sessions and National College courses.

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: Looked After or Previously Looked After children, physical long-term illness, having a parent who has a mental health problem, death and loss (including loss of friendships), family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School develops a range of strategies and approaches including:

- Assemblies to raise awareness of mental health.
- Peer mentoring for new students.

- Worry box where children can anonymously share worries or concerns in class.
- Individualised sensory boxes for appropriate students, designed by the Occupational Therapy team alongside the student themselves help to keep students feeling regulated.
- Displays and information around the School about positive mental health and where to go for help and support.
- Social Group (TLC – Talking, Listening and Communicating)– a weekly intervention group for all students in tutor time to improve children's communication skills around turn taking, dealing with issues, resolving conflict. The curriculum is bespoke, and delivered by the therapy team.

Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

In PSHE, Key Stage 2, 3 and 4 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

- About the consequences of discrimination and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.

Early Identification of higher SEMH needs

When students start at The Levels School, the SENCo creates an entry in the SEND register as appropriate. The SEMH Lead and the SENCo then work together to create a Vulnerability Index for that student. This gives an indication of the likelihood that the student will struggle with poor mental health and means that pre-emptive support can be given from the start of their education with us. If a student has a high score on the Vulnerability Index, they will always appear on a 'watch list', and discussed in the Safeguarding/SEMH meeting which is held twice a half term.

Our identification system involves a range of processes in addition to the information contained in students EHCPs. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We aim to do this in different ways including:

- Questionnaires for students every year in the Autumn term to identify any students not already flagged specifically for SEMH needs
- We also take into consideration other Risk Factors and Protective Factors to help identify students who may be more likely to struggle with Mental Health issues.
- Analysing behaviour, exclusions, visits to Mrs Middleton, attendance and sanctions.
- Staff report concerns about individual children to tutors/keyworkers/in whole staff meetings.
- Mental Health/Safeguarding in briefing weekly for staff to raise concerns.
- A parental information and health questionnaire on entry to the school.
- Gathering information from a previous school at transfer.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Any member of staff concerned about a student's mental health will take this seriously and raise a My Concern which will be triaged by the DSL in the first instance. Possible issues are listed here, but not limited to those below:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety or attachment disorders, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a student is in danger of immediate harm then the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Safeguarding Lead and recorded, in order to provide appropriate support to the student. All disclosures are recorded on My Concern, including date, name of student and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

The SEMH Lead sees all the My Concern entries and so can identify a need for specific mental health support, communication with family and/or referral to outside specialist agencies. Our aim is to put in place interventions as early as possible to prevent problems escalating. As such, our team of Tutors, Trusted Adults and Keyworkers have access to help sheets which can be shared with students and families as appropriate.

Parents and Carers and Staff also have access to School TV. This is an extensive online resource for support in many aspects of parenting, including on SEMH issues. Video clips as well as written resources are available, making the information accessible to all. This information is accessed through the school website, 365 days a year.

10. Support for friends

We recognise that when a student is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case-by-case basis what support might be appropriate including one to one and group support. We will involve the student who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend

needs help. We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

Support for children after inpatient treatment

We recognise that some children will need ongoing support and the teacher and or therapist will meet with children on a regular basis. We are careful not to "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals. We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce a specific plan (e.g. Suicide or Self-Harm plan) accordingly in order to support children to re-integrate successfully back to school. When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

11. Working with specialist services

In some case a student's mental health needs require support from a specialist service. These needs might include anxiety, depression, self-harm, suicidal ideation and eating disorders. We have access to a range of specialist services and also support the student via the Tutor, Trusted Adult or Keyworker during this time. School referrals to a specialist service will be made by the DSL/SEMH Lead following an assessment process and in consultation with the student and his/her parents and carers. Referrals will only go ahead with the consent of the student and parent/carer and when it is the most appropriate support for the student's specific needs.

We will use the Local Offer for the county in which the student resides (most often this is the Somerset Local Offer). This gives guidance as to external services available for the student in question, and allows us to make referrals to the most appropriate services. Our main Specialist Service Referral process is Child and Adolescent Mental Health Service (CAMHS). This is accessed through school, GP, self-referral, or Educational Psychologist.

12. Involving parents and carers - Promoting positive mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing. It is very helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- There is an area of the TLS website dedicated to Mental Health, with a specific link for parents/carers.
- We include the mental health topics that are taught in the PSHE curriculum section, on the school website.
- Parents and Carers have access to School TV. This is an extensive online resource for support in many aspects of parenting, including on SEMH issues. Video clips as well as written resources are available, making the information accessible to all. This information is accessed through the school website, 365 days a year.

- Parents will have regular contact with those giving specific support to their child (e.g. Tutor, Trusted Adult, or Keyworker). This should allow for a deeper understanding of the student's needs, and therefore allow for the most effective support to be given.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them either in person or via Team (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Update the My Concern entry, giving clear steps and plans of action
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided. Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and

carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority.

13. Involving children: SEMH and Student Mentor Teams

Every year we train up a small group of children as our student Mental Health team who support whole school campaigns on health and wellbeing. We seek student's views about our approach, curriculum and in promoting whole school mental health activities. The team meet at least once a term with the SEMH Lead.

We also run a Student Mentor Programme every year at the start of the Autumn term. A group of volunteers learn to be a mentor to a new student to support them as they settle into the school. The students and mentors meet weekly for some fun activities, and are supported by the SEMH Lead and Debbie Williams. The mentors are expected to check in with their mentees daily to begin with, but it is usual for this expectation to reduce as the new student integrates into a social group of their own. Occasionally an established student will benefit from a student mentor on a more permanent basis, particularly if they are struggling to find a friend/a social group.

14. Staff Wellbeing

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school. This is supported in the following ways:

- All new staff members are offered a staff 'buddy'. The buddy is a staff member who has volunteered to be a listening ear/support to the new staff member, and is usually not in the same department. The responsibility for assigning staff buddies lies with the HR department.
- We promote opportunities to maintain a healthy work life balance. Our social secretaries are responsible for organising different events throughout the year to keep this healthy theme uppermost.
- Staff have access to an extensive Wellbeing support package (My Healthy Advantage) which has a website and an app. CBT style support is also offered as part of this package.
- We have a comfortable and appealing space which is dedicated to the staff team and where they can go and take some time out and know that they can speak openly and confidentially.
- Policies on marking and planning take account of workload concerns of staff.
- Processes and expectations are clear and applicable to all staff. Staff are aware of how these are implemented.
- The school has a programme of clinical style supervision for the Middle Leaders and Senior Leadership teams. Th is provided by an external supervisor, who comes into school half termly. Each of these staff members has 45 mins of 1:1 support during these sessions. The supervisor does not act as a personal counsellor, and as such will suggest accessing this separately if she thinks it would be appropriate. The supervisor and staff member enter a dedicated contract for this support. In addition, some staff have 1:1 supervision from Victoria Billany, who has been professionally trained to supply this.
- We endeavour to ensure an ethos of open communication, particularly when it comes to talking about concerns.
- Staff are supported to take responsibility for their own wellbeing and that of colleagues. Staff complete self-reflective questionnaires every September to identify areas of their wellbeing they feel are positive, and not so positive. They are invited to share their reflections with one or two trusted colleagues.
- Staff are encouraged to maintain a healthy work-life balance and there is respect for home life (e.g. discouraging late working and the right to avoid emailing over weekend/in the evenings).

- We are also beginning a programme to train a group of staff as Mental Health First Aiders. The first staff member completed this in the summer term of 2025.

15. Monitoring and Evaluation

The Mental Health and Wellbeing Policy is on the school website and accessible to mental health professionals and external agencies. Hard copies will be made available to parents and carers on request.

The policy will be monitored every two years, led by the SEMH Lead, Governors, and the Head teacher.

Date of original issue: Sept 2020
Revised Sept 2025