

The Bluebell Federation

Mental Health & Well being Policy

Reviewed March 2026



Introduction

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their physical wellbeing, relationships and educational attainment. NSPCC 2026

The family plays a key role in influencing children and young people's emotional health and wellbeing. Public Health England, 2015

Over half of all Childline counselling sessions in 2024/25 related to mental or emotional health and wellbeing.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.
Public Health England, 2015



In the Bluebell Federation we aim to promote an atmosphere of mutual trust and respect, where mental health is supported and addressed openly amongst all our staff, our pupils and their families.

In 2002 we launched the results of a year-long UK wide inquiry addressing the mental health needs of young people with learning disabilities called Count Us In. This led to numerous other programmes of work, including commissioning the University of Lancaster to undertake research on the prevalence rates of mental health in children and young people with learning disabilities. They reported a prevalence rate of 36%, compared with 8% of children and young people who did not have a learning disability. These young people were also 33 times more likely to be on the autistic spectrum and were much more likely than others to have emotional and conduct disorders.
Mental Health Foundation, 2012

PUPILS

Our Vision

An educational setting where children and young people are enabled to recognise issues they may have, and develop strategies to address and manage these; where children and young people develop high confidence and high self esteem and are able to discuss problems and concerns.

Risk Factors that may affect pupils' mental health

- Anxiety, depression, OCD and other conditions linked to Autism
- Home environment
- Issues with peer pressure, social media, e-safety concerns
- Feelings of being different, feeling isolated

What are we doing to support pupils' wellbeing?

- Individualised and personalised assessment and support
- Approaches such as Zones of Regulation used throughout school
- Support from staff trained in mental health, conditions such as PDA etc
- 1:1 or small group nurture or thrive sessions
- Referrals to specialists such as CAMHS
- Proactive Behaviour Support that considers pupils' wellbeing

What are we developing together?

- Improved voice mechanisms for pupils

How will we measure progress?

- Feedback from pupils, staff and families.

STAFF

Our Vision

A workplace with staff who are highly resilient to the challenges they face in their work; who are able to utilise strategies and resources to support and enhance their own mental health and who are empowered to share any issues they may have early so that they can be addressed effectively with the appropriate member of staff.

Risk Factors that may affect staff mental health

- Issues in their personal lives
- Challenging work environment

What are we doing to support staff wellbeing?

- Supportive working environment where staff are encouraged to share any issues and the SLT have an Open Door policy
- Mental Health First Aider
- Post-incident reviews
- Staff voice mechanisms e.g. questionnaires, suggestion box, staff forum meetings
- Requests for Flexible / Part Time Working are considered
- Appraisal system
- Training
- Information and signposts to further support and advice e.g. local services, mental health charities

What are we developing together?

- Investigate ways to reduce workload
- Review staff consultation systems

How will we measure progress?

- Feedback from appraisals
- Feedback from discussions with staff

FAMILIES

Our Vision

Families who feel confident in raising any concerns they may have with school, and to seek any support they may find beneficial.

Families who are enabled to support their children and are empowered to deal with the challenges.

Risk Factors that may affect families' mental health

- Challenges of raising a child with special needs
- Lack of support from other agencies
- Other personal or work issues affecting family members

What are we doing to support families' wellbeing?

- Open door approach – school are always happy to be contacted, via a range of channels
- Specialist support and advice from Speech & Language Therapists, CLASS, OT and EP
 - Wellbeing advice and information available via newsletters, school website etc

What are we developing together?

- Research into further support and events for parents
- Review and revise communication and consultation systems e.g. via a mobile app

How will we measure progress?

- Surveys / questionnaires
- Increased parental engagement and responses

SCHOOL

Our Vision

A safe and secure environment where the physical and mental health and wellbeing of all are effectively safeguarded and supported.

Risk Factors that may affect mental health

- Challenges of an educational environment where a number of pupils have ASD and many may present with additional conditions and/or challenging behaviours

What are we doing to support wellbeing?

- Wellbeing and mental health recognised as an important factor for pupils, staff and families
- Appropriate policies and procedures in place
- Staff training programme
- Activities to increase awareness and reduce stigma

What are we developing together?

- Further training opportunities for staff
- Sharing of resources to support mental health
- Develop links with external agencies and other schools to share good practice and ideas

How will we measure progress?

- Absence levels will be low amongst staff and pupils.
- Feedback from staff will indicate good mental health in their classes
- Staff will feel able to talk about mental health concerns.