



# MENTAL HEALTH AND WELLBEING POLICY

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Signed by:

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November 2025

Date:

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Chair of governors

November 2025

Date:

# Dryden School (SEN) – Mental Health & Well-Being Policy

## 1. Policy Statement

At Dryden School, we are committed to creating a safe, supportive, and nurturing environment where the mental health and well-being of pupils, staff, and the wider school community are prioritised. Our approach reflects our belief:

**“We are committed to ensuring each individual in our school community has the tools and knowledge to support and maintain their own well-being, as well as recognising the role they play in supporting the mental health and well-being of those around them.”**

As an SEN provision, we recognise the diverse and complex needs of our learners. We ensure our approach is inclusive, personalised, trauma-informed, and aligned with national guidance and best practice.

## 2. Aims

Dryden School aims to:

- Promote positive mental health and emotional well-being for all pupils, staff, and families.
- Create a culture where discussing mental health is normalised, valued, and stigma-free.
- Ensure early identification of mental health needs and provide appropriate, timely support.
- Support pupils with SEN through personalised interventions that meet individual needs.
- Equip staff with training, resources, and confidence to support mental health effectively.
- Strengthen partnerships with external agencies, health professionals, and families.

## 3. Scope

This policy applies to:

- All pupils

- All staff (teaching, support, administrative and site staff)
- Governors
- Parents and carers
- Volunteers and visitors involved in the life of the school

## 4. Legal & Policy Framework

This policy aligns with:

- **Keeping Children Safe in Education (KCSIE)**
- **SEND Code of Practice (2015)**
- **Mental Health & Behaviour in Schools (DfE)**
- **Children and Families Act (2014)**
- **Equality Act (2010)**
- **Working Together to Safeguard Children (2018)**

## 5. Our Whole-School Approach

Dryden School adopts a **whole-school, whole-community** model rooted in:

### 5.1 Promoting a Positive Culture

- Celebrating achievements, individuality, and strengths.
- Creating safe spaces where pupils can communicate feelings.
- Using visual support, sensory resources, and specialist communication tools.

### 5.2 Curriculum Integration

- PSHE/RSE curriculum promoting emotional literacy.
- Opportunities to learn about resilience, relationships, and self-regulation.
- Adapted teaching to meet sensory, cognitive, and communication needs.

### 5.3 Safe, Inclusive Environments

- Sensory-friendly spaces.

- Calm rooms and regulation zones.
- Trauma-informed practice.

## 6. Identification of Need

We recognise mental health concerns in line with pupils' developmental and communication needs.

Staff observe:

- Changes in behaviour, engagement, or emotional responses.
- Altered communication patterns or withdrawal.
- Increase in dysregulated behaviour or sensory distress.
- Physical signs such as poor sleep, appetite changes, or unexplained symptoms.

Tools used include:

- Observation records
- EHCP reviews
- Communication with families
- Communication with other professionals or care team
- Specialist assessments by therapists or health professionals

Concerns are logged and monitored following safeguarding protocols.

## 7. Support for Pupils

Support offered includes:

### 7.1 In-School Provision

- Access to Mental Health First Aiders
- Designated Mental Health Team
- Personalised regulation plans
- Emotional support from trusted adults
- Counselling or therapeutic interventions
- Social stories, visuals, sensory strategies

- Pastoral and nurture groups
- Thrive interventions
- Specialist therapies

## **7.2 Targeted & Specialist Support**

Where required, the school works with:

- CYPS
- Educational Psychology
- Speech & Language Therapy
- Occupational Therapy
- School Nursing Team
- Social Care
- External well-being charities

All interventions are adapted to meet SEN needs.

## **8. Support for Staff**

Dryden School values staff well-being and aims to create a supportive working environment.

- Access to trained Mental Health First Aiders
- Open-door senior leadership support
- Workload consideration and flexible approaches where possible
- Well-being supervision and reflective practice opportunities
- Training in trauma-informed, de-escalation and mental health awareness
- Regular well-being check-ins
- Educational mutual services
- Private counselling sessions

## **9. Support for Parents & Carers**

- Open communication and partnership working
- Signposting to local mental health and family support services

- Parent workshops and training opportunities (where available)
- Support during transitions and periods of change
- Involvement in planning for pupils' well-being

## 10. Roles & Responsibilities

### 10.1 Governors

- Oversee policy implementation
- Ensure resources and training are sufficient

### 10.2 Headteacher

- Strategic leadership of mental health provision
- Ensuring the culture is embedded school-wide

### 10.3 Designated Mental Health Team

- Coordinates support, training, and monitoring
- Liaises with external agencies

### 10.4 Mental Health First Aiders

- Provide immediate support
- Signpost and escalate concerns

### 10.5 All Staff

- Observe and report concerns
- Create a supportive classroom environment
- Promote emotional literacy and well-being

## 11. Confidentiality & Information Sharing

- Information is shared on a **need-to-know basis** following safeguarding guidance.

- Pupils' dignity and privacy are respected.
- All staff follow **GDPR requirements** regarding documentation.

## 12. Monitoring and Review

- Policy reviewed every **two years**, or sooner if required.
- Updates reflect new guidance, school developments, or safeguarding changes.
- Feedback from pupils, staff, and families informs improvements.

## 13. Linked Policies

- Safeguarding & Child Protection
- Behaviour & Regulation Policy
- Anti-Bullying
- SEND Policy
- Health & Safety
- Staff Well-Being Policy