



ORWELL PARK SCHOOL
Nacton, Ipswich IP10 0ER

Pupil Mental Health and Wellbeing Policy

Date:	SEPTEMBER 2025
Status:	Approved
Review Date:	SEPTEMBER 2026

CSB
Mental Health Lead
September 2025

Contents

Policy statement.....	3
Scope.....	3
Policy aims.....	3
Legal basis.....	4
Roles and responsibilities.....	4
Warning signs.....	5
Managing disclosures.....	6
Confidentiality.....	7
Supporting pupils.....	8
Supporting and collaborating with parents and carers.....	10
Supporting peers.....	11
Signposting.....	11
Whole school approach to promoting health and wellbeing.....	11
Training.....	12
Support for staff.....	13
Monitoring arrangements.....	14
Appendix 1: Mental Health and Wellbeing Strategy.....	15
Appendix 2: Five Ways to Wellbeing	18
Appendix 3: Responding to a Disclosure Flowchart.....	19
Appendix 4: Procedure to follow in case of acute mental health crisis.....	20
Appendix 5: Staff response guidance to suicidal ideation.....	21

Policy statement

At Orwell Park School, we are committed to supporting the mental health and wellbeing of all our pupils, including those in EYFS, recognising its vital role in their overall development and success. We foster a nurturing environment where pupils feel safe, valued, and heard, ensuring that wellbeing is embedded within our school culture. Our approach includes early intervention, access to pastoral support, and promoting resilience and emotional literacy. As part of our safeguarding responsibilities, we work closely with staff, parents, and external professionals to identify and support pupils who may be struggling, ensuring they receive the help they need to thrive.

Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school. (See our Mental Health and Wellbeing Strategy and Five Ways to Wellbeing model)
- Inform pupils and parents about the support available for mental health and wellbeing. We take a proactive approach, embedding wellbeing into the curriculum through Life Skills lessons, mindfulness activities, and emotional literacy programs. Our strategies include early intervention, pastoral care, and fostering a supportive environment where pupils can develop resilience and coping skills. By working closely with staff, parents, and external professionals, we ensure every child receives the guidance and resources they need to thrive.

Read this policy in conjunction with:

- Learning Support Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Life Skills Policy
- RSE Policy
- Equal Opportunities Policy
- Complaints Procedure for Pupils
- Supervision of Pupils and Missing Child Policy
- The Staff Handbook

Policy aims

- Promote positive mental health and wellbeing across the whole school

- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- [UN Convention on the Rights of the Child](#)
- [Keeping children safe in education 2024](#)
- [Suffolk Safeguarding Partnership](#)

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated Safeguarding Lead (DSL) or Mental Health Lead.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Mr S O'Malley - Head
 Mrs H Lloyd – DSL/ Head of Lower Prep
 Mr M O'Brien – DSL/ Deputy Head Pastoral
 Mrs VM Hughes-Wiggins – DSL
 Mrs J Coventry-King – DSL/ SENDCO
 Mrs C Brunt – Mental Health Lead
 Mr H Snow – Head of Boys' Boarding
 Ms A Ntiri-Akuffo – Head of Girls' Boarding
 Mrs E Reed/ Mrs K Toussaint – School Nurse

Warning signs

School staff play a vital role in identifying early signs of mental health challenges. While occasional changes in mood or behaviour are normal, persistent or significant changes may indicate a problem. Here are some key **warning signs** to look for:

1. Emotional Signs

- **Frequent mood swings** – Extreme highs and lows, frequent irritability, or anger.
- **Excessive sadness or tearfulness** – Withdrawal from friends or activities they once enjoyed.
- **Heightened anxiety or fear** – Constant worry, panic attacks, or excessive nervousness.
- **Loss of confidence** – Negative self-talk, feelings of worthlessness, or extreme self-criticism.

2. Behavioural Signs

- **Sudden changes in behaviour** – Becoming unusually withdrawn or disruptive.
- **Aggressive or defiant behaviour** – Increased anger, arguing, or conflict with peers and teachers.
- **Frequent complaints of physical symptoms** – Headaches, stomach aches, or unexplained pains (often linked to anxiety).
- **Avoidance of social situations** – Avoiding breaktimes, sitting alone, or reluctance to participate in activities.
- **Excessive need for reassurance** – Constantly seeking validation from staff or peers.
- **Changes in eating habits** – Overeating or loss of appetite.

3. Academic Signs

- **Decline in academic performance** – Struggling with concentration, memory, or motivation.
- **Difficulty completing tasks** – Procrastination, excessive perfectionism, or lack of effort.
- **Frequent absences or lateness** – Avoiding school due to stress or anxiety.
- **Changes in writing or artwork** – Dark themes, expressions of distress, or references to self-harm.

4. Social Signs

- **Loss of friendships** – Avoiding peers, frequent conflicts, or sudden friendship breakdowns.
- **Reluctance to communicate** – Difficulty expressing emotions, withdrawing from conversations.

- **Excessive reliance on social media** – Escaping into online interactions or showing distress after using social platforms.

5. Self-Harm & Risk-Taking Behaviour

- **Self-harm indicators** – Unexplained cuts, bruises, or burns (often on arms, thighs, or stomach).
- **Increased risk-taking** – Engaging in reckless or dangerous activities.
- **Talk of self-harm or suicide** – Expressing hopelessness, wanting to "disappear," or making concerning statements.

If a member of staff notices any of these signs, especially if they are persistent or worsening, they should:

- **Check in with the pupil** – Offer a safe and supportive conversation.
- **Record concerns on My Concern** – Note patterns of behaviour and specific incidents.
- **Speak to the Mental Health Lead and DSL** – Report concerns following our safeguarding procedures.
- **Work with parents and professionals** – Support early intervention that is put in place.

Managing disclosures (see appendices 3,4 and 5)

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Lead and the Mental Health Lead.

All disclosures are recorded and stored in the pupil's confidential child protection file on My Concern.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff
- The child's voice

Confidentiality

There are no circumstances under which a disclosure should be kept secret or a promise made to a pupil to keep it secret. Staff will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school

Staff should always share disclosures with the Designated Safeguarding Lead or a Deputy DSL and follow our Safeguarding procedures. Information will be shared sensitively with all staff that need to know in order to protect and support the child. We recognise that safeguarding trumps confidentiality but understand that all information should be treated with sensitivity.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed (by the DSL), unless there is a child protection concern. In this case the safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carers (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting pupils

Baseline support for pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Identification of vulnerable pupils through the Pupil Wellbeing Survey (Cambridge Wellbeing Check), completed twice termly
- Raising awareness of mental health during assemblies, tutor time, Life Skills and Mental Health Awareness Week
- Signposting all pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting on mental health
- Monitoring of all pupils' mental health through assessments e.g strengths and difficulties questionnaire
- Appointment of a Mental Health Lead who has a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through tutors
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - Staff modelling
 - MHFA trained staff
 - MH strategies

Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Lead and DSL will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in the previous section. This is treated as a safeguarding issue and the school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Wellbeing Ambassadors
- Reduced timetable
- Time out pass
- Counselling
- Play Therapist
- Talking Therapist
- Mental Health Interventions with the Mental Health Lead and SEND Department

Individual healthcare plans

Individual healthcare plans (IHPs) are intended to support pupils with physical and mental health conditions to manage their conditions. They lay out what needs to be done, when and by whom. They should be confidential, but easily accessible to everyone who needs to refer to them.

A pupil will be offered an individual healthcare plan alongside other education provision if required.

IHPs are written by the school nurse in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, and having followed the Suffolk Safeguarding Partnership's policies and procedures, the school

will make, or encourage parents to make, a referral for external support, in conjunction with the DSL, the school nurse and the SENDCO.

- Emotional Wellbeing Hub
- GP or pediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing in our OrWellbeing newsletter on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in Life Skills, and share ideas for extending and exploring this learning at home
- Providing notices, reminders and posters around the school

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record on My Concern.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see previous section).

Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents are aware of how they can get help.

The Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Whole school approach to promoting health and wellbeing

Mental health and Wellbeing is taught in Life Skills lessons

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our Life Skills policy and curriculum map.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma

- Encouraging pupils to disclose when they think their mental health or that of another pupil is deteriorating
- Completing the Pupil Wellbeing Survey twice termly
- Tutors to complete 'temperature checks' regularly with their tutees during tutor time

The Wellbeing Hub

Orwell are members of the Wellbeing Hub (<https://teentips.co.uk/>) which provides many benefits for the school community including:

- CPD Training – pupils benefit from staff trained to understand and meet their social and emotional needs
- 24/7 Support – for staff, parents and pupils
- Pupil Wellbeing – pupils gain tools to manage their own mental health and wellbeing
- Staff Wellbeing – helps staff cope with the pressures of the job
- Staff Confidence in their pastoral role
- ISI Inspections – evidences careers, Wellbeing, Parental Engagement, CPD and Community Engagement
- Parental Engagement – parents feel supported and encouraged
- Aligned school/ home messaging
- Careers & PSHE – delivers valuable resources to support the work of your teams
- Community Engagement – the sponsorship programme has provided access to the Wellbeing Hub for our local primary school

Training

All staff will be given regular training/updates from DSL/MHL so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help
- Include proactive strategies for wellbeing in their teaching/ tutoring

Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves. Please see the Staff Mental Health Policy for more information.
- Provide staff with details of independent mental health support via the EAP programme at MetLife Health Assured.
- Create a pleasant and supportive work environment

Good websites for staff who wish to learn more about mental health are:

[Suffolk Safeguarding Partnership](#)

<https://www.minded.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/training/>

<https://www.cwmt.org.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/emotional-wellbeing-of-children-in-care/>

<https://www.adoptionuk.org/campaigns>

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

Self-Harm www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health

Monitoring arrangements

This policy will be reviewed by Caroline Brunt, Mental Health Lead, and the DSL, annually. At every review, the policy will be approved by the safeguarding governors and the Head.

Appendix I

Mental Health and Wellbeing Strategy 2025 - 2026

Including the OrWellbeing Whole-School Framework

Our Commitment to Wellbeing

At Orwell Park, we are committed to fostering a nurturing, inclusive environment where both pupils and staff feel safe, valued, and supported in their mental health and wellbeing. We believe wellbeing is not an add-on but a thread woven through every aspect of school life, grounded in the belief that everyone can grow and improve with effort and support.

Our approach is guided by our school values: integrity, kindness, spirit, courage, collaboration and respect for others - and aims to build emotional intelligence, resilience, and confidence in every child. Through the *OrWellbeing* initiative, we ensure that wellbeing and growth mindset principles are embedded in the curriculum, culture, and daily experiences of all members of our community.

This strategy is closely aligned with our Whole School Pupil Target for 2025–26: Building Resilience in Learning, which promotes a consistent, progressive framework to develop emotional and cognitive resilience from Nursery to Year 8. The target is embedded across curriculum, pastoral care, assemblies, and staff development.

Strategic Aims & Key Strands

1. Leadership and Whole-School Ethos

- The Senior Leadership Team (SLT) and the Mental Health Lead (MHL) oversee the wellbeing strategy, ensuring it is integrated into all areas of school life.
- A whole-school culture of respect, inclusion, and belief in the potential of every child promotes a strong sense of belonging.
- Our staff model positive wellbeing behaviours and a growth mindset, using the Five Ways to Wellbeing (Connect, Be Active, Take Notice, Keep Learning, Give) as a guiding framework.
- A shared visual identity and common language for resilience (e.g. "Resilience Tree") are used throughout the school.

2. Curriculum, Teaching & Learning

- The Life Skills curriculum develops emotional literacy, social responsibility, and mental health awareness.
- Mindfulness, resilience, and regulation strategies are embedded across the wider curriculum.

- Classroom practice reinforces growth mindset language (e.g., “not yet,” “mistakes help us learn”) and metacognitive approaches.
- Pupils are encouraged to view challenges as opportunities to learn and to value effort and perseverance.
- Regular, varied challenges are set over major holidays to highlight different facets of Growth Mindset and inform and educate parents and carers.
- In line with the pupil target, each Key Stage has a defined framework:
 - EYFS: Listening games, perseverance through play, visual stories on resilience.
 - KS1: Celebrating mistakes, peer support, reflective journaling.
 - KS2: Weekly resilience challenges, toolkits for problem-solving, self-assessment.
 - KS3: Metacognition, goal setting, strategy tracking, mentoring younger peers.

3. Pupil Voice & Participation

- Wellbeing Ambassadors, House Meetings, and School Councils empower pupils to help shape wellbeing and learning culture.
- Pupils are encouraged to reflect on their own growth, take pride in progress, and recognise the effort behind success.
- Trusted adults, pastoral check-ins, and structured opportunities for expression support self-efficacy and emotional regulation.
- Regular pupil voice surveys track perceptions and guide targeted support.

4. Staff Wellbeing & Development

- Ongoing staff training includes safeguarding, emotional literacy, trauma-informed practice, and early mental health identification.
- CPD is aligned with the resilience and adaptive teaching pupil target (e.g. scaffolding, questioning, feedback).
- Staff are supported in modelling resilient learning behaviours and creating psychologically safe classrooms.
- The Wellbeing Hub, Employee Assistance Programme (EAP), and staff-led initiatives promote shared responsibility for workplace wellbeing.

5. Targeted Support & Safeguarding

- Trained staff across EYFS, Pre-Prep, and Prep identify emerging mental health needs early.
- In-school interventions and external referrals are supported by safeguarding principles and multi-agency collaboration.
- Interventions promote self-belief, emotional regulation, and the idea that wellbeing and learning are journeys.

6. Parental Engagement

- Through regular communication, Orangery Lectures, and the *OrWellbeing* Newsletter, families are supported in fostering a growth mindset and positive wellbeing at home.
- Resources and workshops help parents reinforce resilience and independence, complementing the pupil target.

7. OrWellbeing Focus Days

Each term, the whole school participates in a themed *OrWellbeing* Focus Day, promoting one or more of the Five Ways to Wellbeing. These mornings:

- Include workshops, assemblies, guest speakers, and time for reflection.
- Celebrate progress and perseverance, not just results.
- Encourage pupils to reflect on how they are growing - academically, socially, and emotionally.

8. OrWellbeing Hub and Visibility

- A dedicated *OrWellbeing* Hub offers space for one-to-one support, group work, pastoral drop-ins, and quiet reflection.
- Every classroom features an *OrWellbeing* Board with daily prompts that encourage growth mindset thinking and practical strategies.
- Our strong visual identity - logo, praise cards, and posters - highlights perseverance, kindness, and self-awareness as key values.

Implementation and Review

- SLT and the MHL coordinate delivery, monitor impact, and refine actions through ongoing review and consultation.
- An annual review (next scheduled for **September 2026**) ensures the strategy remains aligned with current best practice, the Whole School Pupil Target, and emerging pupil needs.

In Summary

Orwell Park's wellbeing strategy is designed to be visible, lived, and responsive. Through *OrWellbeing*, we promote self-awareness, compassion, and the development of emotionally and academically resilient learners. Aligned with our 2025–26 Whole School Pupil Target, this approach empowers all pupils to embrace challenges, reflect on progress, and flourish in school and beyond - recognising that resilience, effort, and belief in the power of 'yet' are key to lifelong wellbeing and success.

CSB September 2025

Appendix 2: Five Ways to Wellbeing

We're talking mental health.

Following the Five Ways to Wellbeing can protect and improve our mental health. If you can't do all five every day, just start with one – you'll soon see a difference!



CONNECT

Good relationships help our brains produce chemicals that make us happy. They give us a sense of belonging and self-worth.



BE ACTIVE

Physical activity is good for our minds and bodies, reducing stress and anxiety and boosting confidence.



KEEP LEARNING

Learning new things gives you new perspectives on the world around you and opens doors to new opportunities.



GIVE TO OTHERS

Acts of giving and kindness towards other people or in your community create positive feelings and a sense of reward.



TAKE NOTICE

Stopping to take in the present moment can give a more balanced outlook on life and help keep us from worrying about the past or future.

The Charlie Waller Trust • First Floor • 23 Kingfisher Court • Newbury • Berkshire RG14 5SJ
The Charlie Waller Trust is a registered charity in England and Wales 1109984. A company limited by guarantee.
Registered company in England and Wales 1447902. Registered address as above.

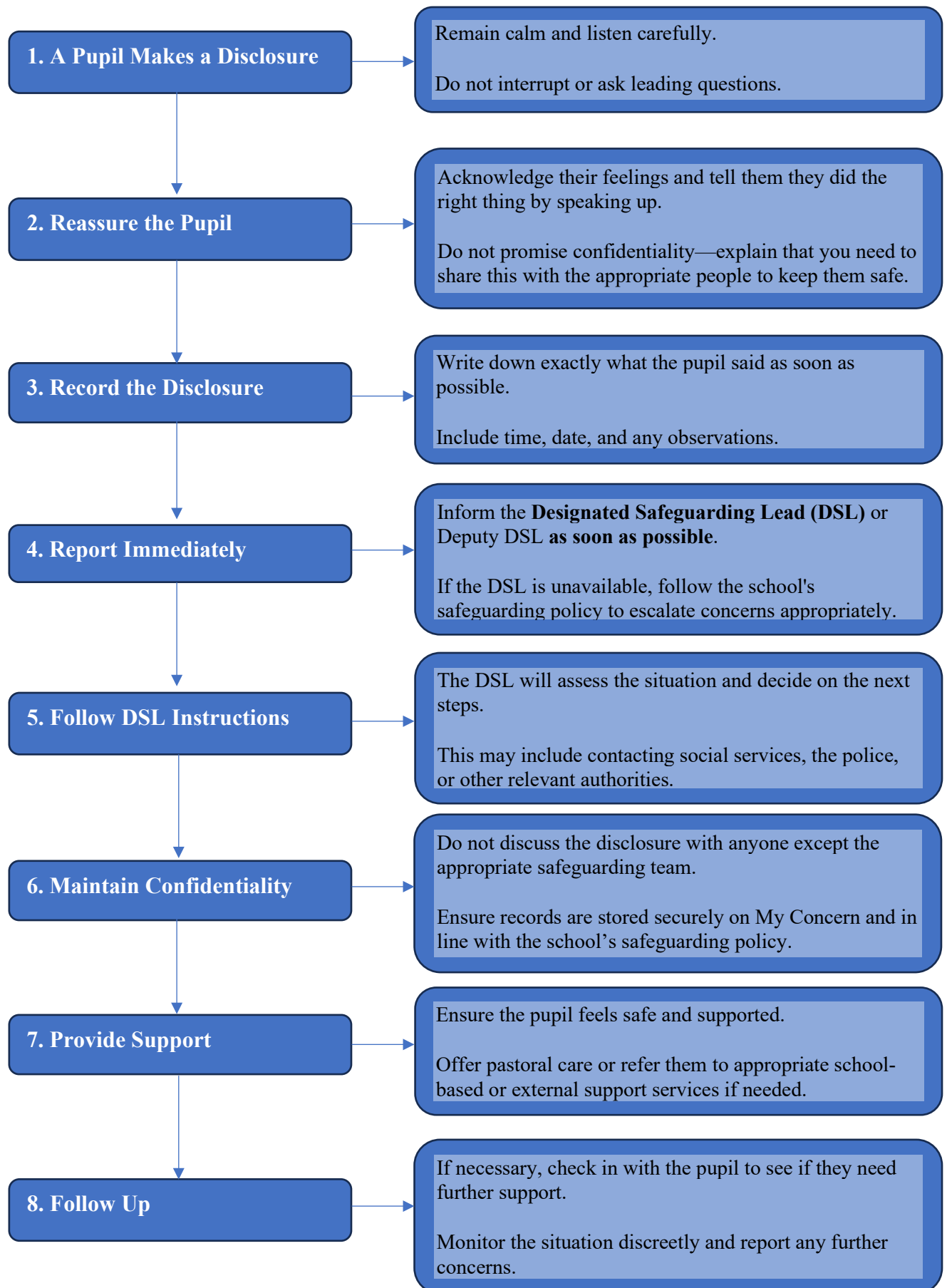
charliewaller.org

02.2022

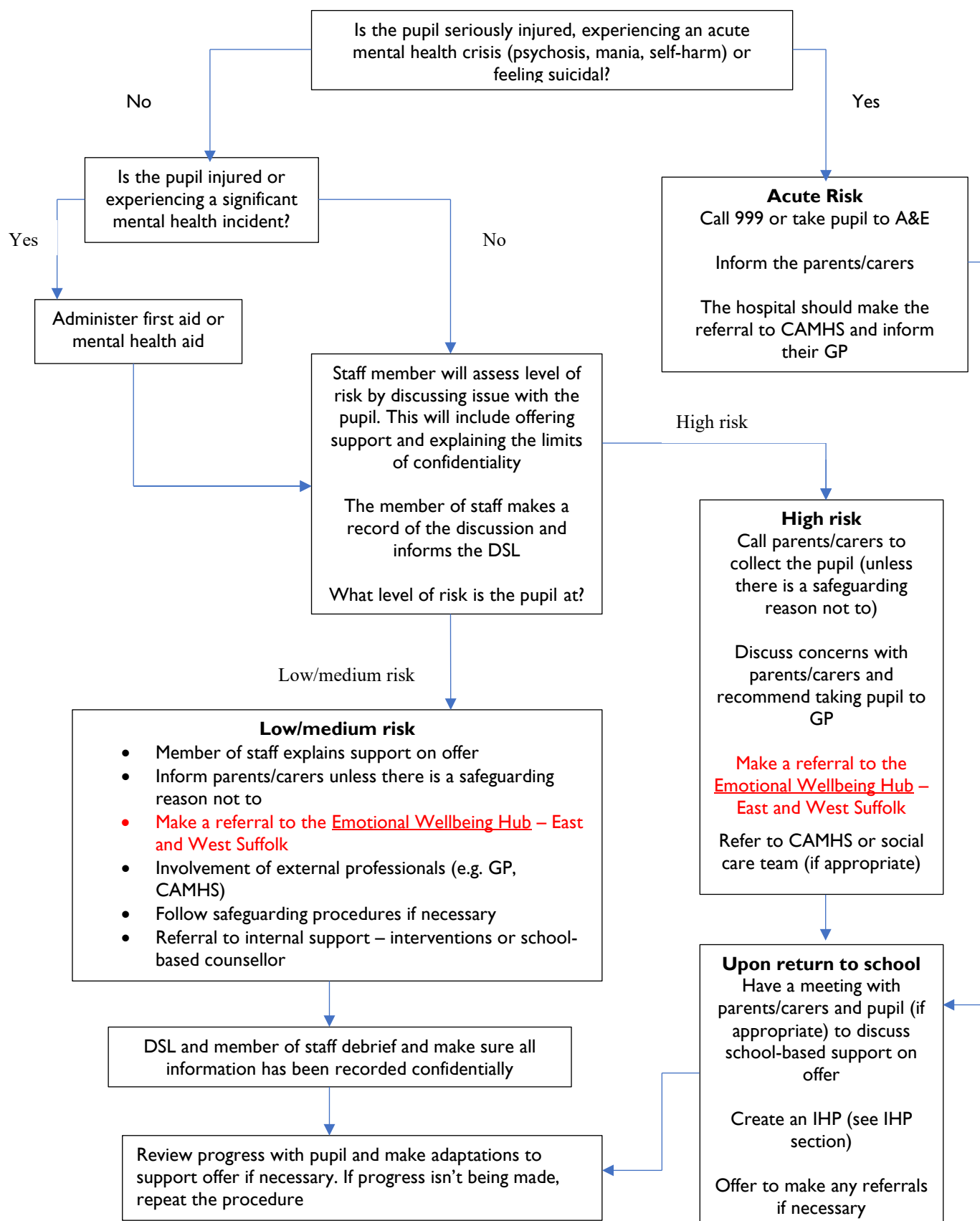
Appendix 3

Responding to a Disclosure

This process ensures that all disclosures are handled sensitively, in compliance with safeguarding protocols, and with the pupil's well-being as the top priority.



Appendix 4: Procedure to follow in a case of acute mental health crisis



Appendix 5: Staff response guidance to suicidal ideation

STAFF RESPONSE GUIDANCE TO SUICIDAL IDEATION

The following is advice for the Early Help Team / Staff regarding our response to a pupil disclosing suicidal ideation.

1. Immediate Response: Stay Calm & Supportive

- ✓ Listen carefully – Take the child's words seriously and avoid dismissing their feelings.
- ✓ Stay with them – Do not leave them alone if they are in immediate distress.
- ✓ Reassure them – Let them know they are not alone and that help is available.
- ✓ Avoid making promises of secrecy – Explain that you may need to share their concerns to get them the right support.

2. Assess Immediate Risk

● **If the child is at immediate risk (e.g., has a plan or means to harm themselves):**

- Call 999 or take them to A&E for urgent medical and mental health support.
- Contact the NSFT Crisis Team (Norfolk & Suffolk NHS Foundation Trust) at 0808 196 3494 (24/7 support).
- Inform the Designated Safeguarding Lead (DSL).

● **If the risk is not immediate but concerning:**

- Continue to monitor and provide emotional support.
- Inform the DSL.
- Refer to Children and Young People's Emotional Wellbeing Hub in Suffolk

(Phone: 0345 600 2090, available Mon-Fri).

<https://info.suffolk.gov.uk/kb5/suffolk/info/advice.page?id=Nh2qJw7Qg4I>

3. Follow Safeguarding Procedures

- ♥ Inform the DSL as soon as possible.
- ♥ Record on My Concern – Write an accurate, factual report of what the child has said and your response.
- ♥ Refer to local services – The DSL may contact Children's Social Care (Customer First) at 0808 800 4005 if further safeguarding action is needed or call MASH for further advice.
- ♥ Contact parents/carers (if appropriate) – The DSL will decide whether to involve the family, considering the child's best interests.

4. Provide Ongoing Support

- ♥ Encourage professional help. In addition to the Suffolk Wellbeing Hub, signpost to services like:
 - NSPCC (0808 800 5000) – For confidential advice.
 - Samaritans (116 123, available 24/7) – If the child needs to talk to someone.
 - Kooth (www.kooth.com) – Free online mental health support for young people.
 - Papyrus HOPELINEUK (0800 068 4141) – Specialised support for young people at risk of suicide.
- ♥ Develop a safety plan and consider a risk assessment for the child in school. Think about boarding provision. Is the child safe to continue in the school environment? If the child remains in distress, continue work with Wellbeinghub, school counselling team, Early Help team, tutor or NHS mental health teams to create a plan for ongoing support.

5. Reflect & Take Care of Yourself

- Staff should seek support – Dealing with child suicide concerns is challenging. Talk to a safeguarding lead or supervisor for support.

Reviewed March 2025 JCK / CSB / ER / MOB

