

Mental Health and Wellbeing Statement

Fairfax Academy Part of Fairfax Multi-Academy Trust

Document Owner:	Jackie Mace - Assistant Principal
Ratified By:	Sean Castle/LG
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Review Date:	September 2027

1.0 Our Commitment / Statement

Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.

At Fairfax, we are committed to promoting positive mental health and emotional wellbeing for all members of our school community. We foster an open and supportive culture, ensuring that wellbeing is prioritised and everyone has access to a safe, respectful environment.

We recognise that the mental health and wellbeing of all stakeholders; students, staff, families, and wider partners is vital to the success of our community. By working together, supporting one another, and valuing every voice, we build a stronger, more resilient, and united school where everyone can thrive.

1.1 Our Vision

To ensure that every member of the Fairfax community experiences an **Ambitious, Respectful, Kind, and Safe** (ARKS) environment in which they can thrive. We place safety, mental health, and wellbeing at the heart of everything we do.

Through our ARKS ethos, students and staff are encouraged to:

- **Awareness:** Provide all members of our community—students, staff, parents, and carers—with education around mental health and wellbeing.
- **Support:** Offer a wide range of internal and external resources to ensure everyone can access the help they need.
- **Kindness:** Promote a culture of kindness—towards ourselves and others—embedding wellbeing into everyday school life.

1.3 Scope of the Policy

This policy is a guide for all staff—including non-teaching and associate members—outlining Fairfax's approach to promoting mental health and emotional wellbeing.

2.0 Policy Aims

Fairfax Academy aims to:

- 2.1 Promote positive mental health and emotional wellbeing in all staff and students.
- 2.2 Create a culture of wellbeing and inclusion.
- 2.3 Foster a positive atmosphere where students feel able to discuss mental health openly.
- 2.4 Empower students and staff to develop self-esteem and take responsibility for themselves and others.
- 2.5 Increase understanding and awareness of common mental health issues.
- 2.6 Enable staff to identify and respond to early warning signs of mental health concerns.
- 2.7 Equip staff to know how and when to access support for themselves or others.
- 2.8 Provide appropriate support to students and staff with mental health issues, including working with parents/carers.
- 2.9 Develop student resilience and raise awareness of strategies to build it.

3.0 Key Staff Members

All staff are responsible for promoting positive mental health and wellbeing. Specific staff members lead this area:

- Mental Health Mentor/Lead
- Staff Mental Health Lead
- Trust Mental Health Lead
- Senior Leadership Team (SLT)
- Designated and Deputy Designated Safeguarding Leads (DSL/DDSL)
- SENDCo
- Heads of House
- First Aid Manager
- PSHE Coordinator
- Mental Health First Aiders

4.0 Reporting Concerns

If a member of staff is concerned about a student's mental health:

- First speak to the Year Team or a Mental Health First Aider.
- If the student is at high risk or in immediate danger, follow the school's safeguarding procedures and report via MyConcern.

5.0 Teaching About Mental Health and Wellbeing

We teach students through:

- 5.1 A **Whole School** and **Specialist Approach** (see Appendix A).
- 5.2 Integration of ARKS values (Ambitious, Respectful, Kind, Safe) and school ethos.
- 5.3 PSHE lessons, "Hot Topic" tutor sessions, assemblies, and Focus Weeks.
- 5.4 Use of trusted resources and partnerships, including:

- PSHE Association
- NHS 'myMindcoach'
- NSPCC
- Kooth
- CAMHS / Forward Thinking Birmingham

6.0 Sources of Support at School

6.1 School-Based Support

- **Form Tutor:** First point of contact for students.
- **Pastoral Teams:** Heads and Assistant Heads of Year.
- **Sixth Form:** Dedicated learning and pastoral mentor.
- See Appendix A for full support structures, which outlines Whole School, Specialist and Targeted approaches.

6.2 Signposting

Year Teams and pastoral staff will signpost and work in partnership with parents/carers to access appropriate internal or external support.

6.3 Targeted Support

Where additional support is needed, targeted provision is available (see Appendix A).

7.0 Targeted Support

We recognise some students are more vulnerable, including:

- Looked-after children or those in kinship care
- Students on safeguarding or Early Help plans
- Students with a history of CAMHS/FTB involvement
- Children of parents/carers with mental illness

We provide:

- Specific help for those at risk
- Partnerships with Birmingham Children's Services and Forward Thinking Birmingham
- Early identification through assessment tools
- Supportive discussions with students and families
- Opportunities to build trusting relationships

8.0 Individual Care Plans and Risk Assessments

Where a student is supported by CAMHS or healthcare professionals, a Care Plan or Risk Assessment may be drawn up. These include:

- Diagnosis and condition overview
- Support strategies and provision
- Staff responsibilities
- Medication and emergency contact details
- Role of school and communication protocol

All relevant staff will be informed and briefed appropriately.

9.0 Warning Signs of Mental Health Issues

All staff should be alert to signs such as:

- Repeated or unexplained injuries
- Withdrawal or isolation
- Changes in sleep or eating
- Decline in academic performance
- Self-harm references or jokes

- Alcohol or substance use
- Feelings of hopelessness
- Unusual clothing choices (e.g. long sleeves in hot weather)
- Secretive or avoidant behaviour
- Physical symptoms without medical cause
- Absenteeism or lateness

Staff must report any concerns to the DSL via *MyConcern*.

10.0 Managing Disclosures

If a student discloses concerns, staff should:

- Respond with calm, support, and without judgement
- Focus on the child's safety and wellbeing
- Record the disclosure following the safeguarding policy
- Log on *MyConcern* and notify the DSL

11.0 Supporting Parents and Carers

We work in partnership with families to:

- Share information about mental health and wellbeing
- Highlight sources of support through newsletters, website, etc.
- Offer parenting support where possible
- Ensure inclusive participation, particularly for disadvantaged families

We recommend the following external organisations and tools for students, staff, and parents/carers:

- [Young Minds](#) – Advice, resources, and helpline support
- [NHS – Every Mind Matters](#) – Tips for mental wellbeing
- [HappyMaps](#) – Mental health resources for parents
- [MentalHealth.co.uk](#) – Support for young people
- **Young Minds Parent Helpline** – Call **0808 802 5544** for confidential advice
- [Kooth](#) – Free online support for young people

11.1 Further information can be found on our school website

12.0 Supporting Peers

Supporting a peer with mental health issues can be difficult. Support for friends of affected students may include:

- One-to-one or small group support
- Involvement of pastoral staff and/or parents
- Guidance in line with safeguarding and GDPR

13.0 Staff Training

We commit to:

- 12.1 Providing mental health training as part of regular safeguarding CPD
- 12.2 Offering in-depth training where required
- 12.3 Hosting twilight sessions on specific issues
- 12.4 Ensuring staff are trained in Mental Health First Aid
- 12.5 Employing a full-time Mental Health Mentor and Lead
- 12.6 Delivering ongoing training in Emotional Coaching, ACES, EBSA
- 12.7 Supporting staff wellbeing through CPD, Trust-wide initiatives, and resource sharing

14.0 Support for Staff

To support staff wellbeing, we:

- Offer a safe space for discussions
- Provide access to internal and external support
- Offer supervision where appropriate (e.g. DSLs, MHL, SLT)
- Promote a positive working environment
- Staff Wellbeing Room and weekly breakfast
- Staff sports
- Perkbox – access to free mentoring, counselling and wellbeing activities and sessions.
- Regular wellbeing and self-care updates
- Gratitude and Staff Wellbeing Weeks
- Structured Planning Time allocation
- Staff survey and feedback opportunities/ Solution Circles

15.0 Policy Review

- **Review Date:** September 2026
- **Reviewed by:** Mental Health Lead (Miss Smith-Inniss) and Assistant Principal (Mrs Mace)
- **Amendments:** Interim updates will reflect local or national changes

Linked Policies

This policy should be read in conjunction with:

1. Safeguarding and Child Protection Policy
2. Acceptable Use of ICT Policy
3. Attendance Policy
4. E-Safety Policy
5. Anti-bullying Policy
6. Supporting Students with Medical Conditions Policy
7. Behaviour Policy
8. SEND Policy

Appendix A: Three-Tiered Approach

Whole School Approach	• Staff CPD and training updates each year • PSHE lessons • Assemblies throughout year linked to MH/EW • Tutor Times – Hot Topic Sessions • Student Voice/ survey's and student council • Whole School Ethos and Rewards System (ARKS) • Equality student groups • Parent Forum and Information Evenings • Personal Development (House System, Extra Curricular Clubs etc) • Safeguarding Curriculum – including wellbeing and Mental Health
Specialist Approach	• SEMH Centre and specialist SEMH staff (1-1s, small group work) • Professional led and virtual assemblies (Kooth external speakers) • Letters and support materials sent home to parents/carers • Breathe - Full time Mental Health Lead/ Mentor (1-1s, small group work, whole school) • Heads of Year and Assistant Heads of Year per year group • Early Help Lead • CAMHS/FTB liaison • External agencies (e.g. RSVP, Our Place, HeadSpace, YMCA, YoT, Edwards Trust) • Trained staff in Mental Health First Aid/ Mental Health/Emotional Well-being • NHS School Nurse • Anti-bullying Ambassadors Training/ Peer Mentoring/ Wellbeing Ambassadors • Whole school staff attended 'Equally Safe' Training
Targeted Approach	• Edwards Trust – Bereavement Counselling (1-1 sessions) • Aquarius – Mental Health and CBT counselling (1-1 sessions) • YMCA, HeadSpace, Our Place – 1-1 mentoring sessions – In the home and at school • City of Birmingham School/ COBS (1-1 sessions EW/MH/Behaviour) • CAT Team • Educational Psychologist • Birmingham Children's Trust • STICK consultation and FTB referrals

Appendix B: Whole School Approach

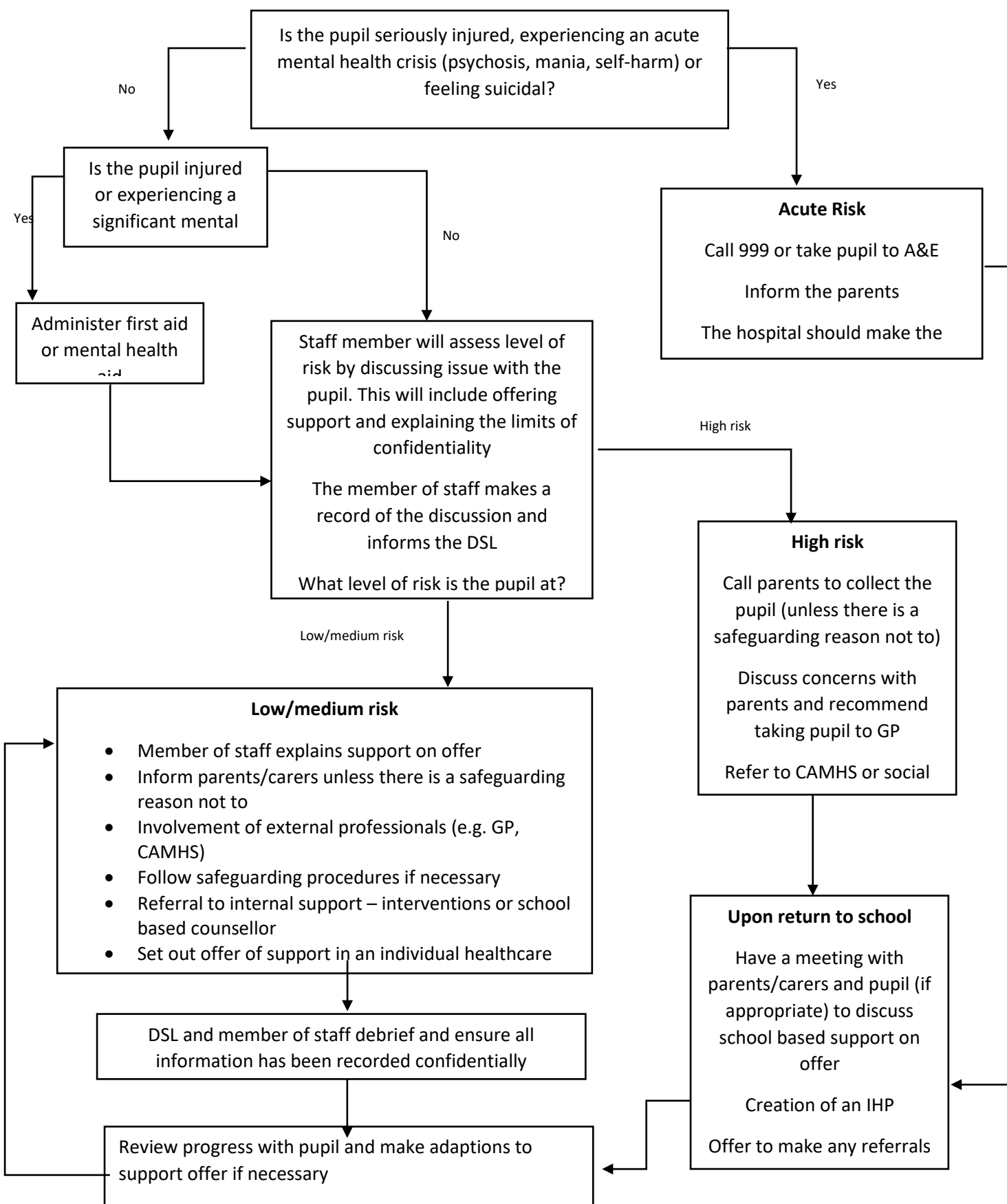
Whole School Approach

A whole school approach is crucial in tackling mental health effectively and particularly in removing stigma, by working universally across the academy community.

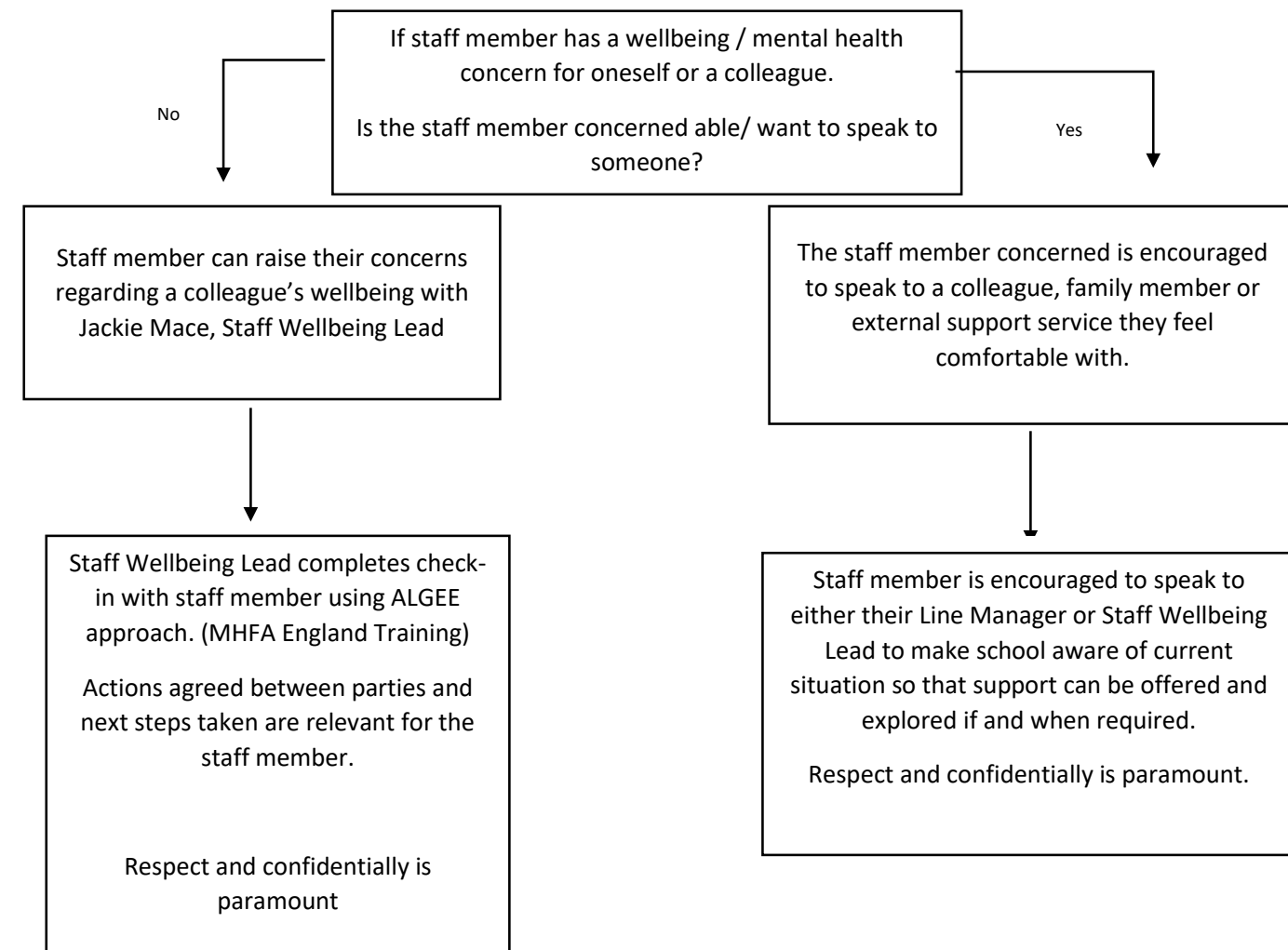
The eight principles to developing a whole academy approach to emotional wellbeing and is taken from 'Promoting children and young people's emotional health and wellbeing - a whole academy approach'.



Appendix C. Procedure to follow in a case of acute mental health crisis



Appendix D. Procedure to follow if a staff member needs to raise a wellbeing/ mental health concern for themselves or a colleague.



ALGEE Approach

- Approach the member of staff with offer of support
- Listen without judgment
- Give reassurance and information
- Encourage professional help
- Encourage self-help and other support strategies

Wellbeing Staff:

Jackie Mace – Staff Wellbeing Lead

Adult Mental Health First Aiders

-Jackie Mace

-Rachel Boyce

-Rachel Keanery

-Siobhan Smith

External Support: