



Booth's Education Services & Tutoring Ltd.

Mental Health and Well-Being Policy

Reviewed: February 2026

Next Review: September 2026

Policy lead: Charlotte Booth

Roles: Director, Mental Health Lead, Thrive Practitioner, DSL

1. Policy Statement

Booth's Education Services & Tutoring Ltd (BEST) is committed to promoting positive mental health and emotional wellbeing for all learners, families, and any staff engaged in provision. Mental health is central to our safeguarding approach and is considered equally important to physical health.

BEST recognises that pupils may experience social, emotional, or mental health (SEMH) needs at any time, and that early identification, relational practice, and targeted intervention are essential. Our approach is guided by the **DfE's whole-school/college model**, which outlines eight core principles for mental health in education settings, including leadership, environment, staff development, targeted support and student voice.

As a Thrive-aligned organisation, we embed relational, developmentally informed practice into all aspects of teaching, mentoring and support.

2. Scope

This policy applies to:

- All pupils receiving any form of tuition, mentoring, Thrive sessions or alternative provision through BEST
 - Parents/carers
 - Any subcontracted or future staff working with BEST
 - Professionals collaborating with BEST (schools, social workers, commissioners, MHST, CAMHS)
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3. Principles

Our mental health and wellbeing practice is built upon the following:

1. A supportive ethos & environment

Using relational, trauma-informed and Thrive-based practice to create emotionally safe environments where pupils feel connected, understood and empowered.

2. Strong leadership

BEST maintains a clearly defined **Mental Health Lead** role to drive strategy, ensure high standards, and oversee monitoring and intervention systems.

3. Staff development and well-being

Well-being is nurtured through reflective practice, training, supervision and safeguarding-aligned emotional support. Staff wellbeing is recognised as essential to pupil outcomes.

4. A Provision-Wide approach

BEST integrates mental health alongside safeguarding, SEND practice, attendance support and Thrive planning.

5. Early identification & monitoring

Using observation, attendance behaviours, emotional cues, Thrive profiles and multi-agency insight to identify emerging concerns swiftly.

6. Targeted support & referral pathways

Providing Thrive-based interventions, emotional coaching, and timely referrals to Early Help, MHST, CAMHS or safeguarding partners.

7. Student voice & participation

Ensuring pupils contribute meaningfully to their own emotional development plans.

8. Partnership with parents & external agencies

Working collaboratively with families and professionals to develop consistent support.

4. Roles & Responsibilities

4.1 Mental Health Lead– Charlotte Booth

As Director and Thrive Practitioner, Charlotte Booth fulfils BEST's designated Senior Mental Health Lead role, in line with DfE expectations for all education settings by 2025.

Key Responsibilities

A. Strategic Leadership

- Lead BEST's whole-provision approach to mental health, consistent with DfE's 8 principles.
- Ensure mental health is represented within safeguarding, SEND, attendance and wellbeing frameworks.
- Conduct annual mental-health audits and review provision quality.

B. Policy & Culture

- Embed an emotionally safe culture informed by attachment-aware, trauma-informed and Thrive principles.
- Ensure all practice values diversity, belonging and emotional safety.

C. Early Identification

- Monitor signs of SEMH need including emotionally based school avoidance (EBSA), anxiety, dysregulation, trauma responses, and neuro-developmental communication differences.
- Use Thrive assessments and emotional development frameworks to inform personalised plans.

D. Support & Intervention

- Deliver targeted Thrive sessions and emotional coaching.
- Lead the development of individual emotional regulation plans.
- Coordinate support with families, schools, MHST and CAMHS where appropriate.
- Ensure students understand how to access help.

E. Referral & Safeguarding

- Ensure that mental health concerns which suggest risk are escalated through safeguarding pathways.
- Maintain accurate, GDPR-compliant documentation and multi-agency communication.

F. Staff Support & Wellbeing

- Provide reflective supervision, emotional-load discussions and training.
- Model wellbeing practices and protect staff from burnout wherever staff are engaged.
- Identify support needs early, including workload, lone-working stress, and emotional impact.

G. Training & Professional Development

- Maintain the BEST Training Matrix (annual updates; safeguarding, mental health awareness, Prevent, FGM, online safety, GDPR, Thrive CPD).
 - Support staff to understand early identification, emotional regulation strategies, trauma impact and escalation procedures.
 - Ensure all staff know the mental-health lead role and how to consult.
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5. Promoting Student Mental Health & Well-being

5.1 Universal Support (All Pupils)

- Emotionally safe, predictable learning environments
- Relationship-based practice
- Routine emotional check-ins
- Regulation strategies, co-regulation, sensory breaks
- Positive behaviour principles rooted in understanding unmet need
- Use of Thrive assessments to map developmental needs

5.2 Targeted Support

- Thrive action plans
- One-to-one sessions or tailored intervention programmes
- Emotional coaching and mentoring
- Risk reduction plans for pupils with anxiety, self-esteem needs or attendance challenges
- Multi-agency collaboration and parental partnership

5.3 Crisis Response

- Immediate safeguarding referral for pupils at risk of harm
- Wellbeing risk assessment (self-harm, panic episodes, trauma responses)
- Joint planning with MASH, MHST, CAMHS or social care as appropriate
- Follow the information-sharing principles where safety outweighs confidentiality.

6. Staff Well-Being

BEST recognises that emotionally demanding work requires robust wellbeing support. Staff wellbeing is supported through:

6.1 Support systems

- Reflective supervision

- Remote debriefs after emotionally intense sessions
- Access to direction, coaching and self-care strategies
- Workload monitoring and flexible approaches where possible

6.2 Training

- Mental health awareness
- Trauma-informed practice
- Thrive developmental theory
- Managing emotional load and professional boundaries

6.3 Culture

- Open, non-judgemental communication
 - Psychological safety for raising concerns
 - CLEAR boundaries around availability and lone-working protection
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7. Partnership Working

BEST collaborates with:

- Schools
- Parents & carers
- Local Authority (Essex/Suffolk)
- CAMHS / MHST
- Social Care & Early Help
- Safeguarding partners (LADO, Police, MASH)

Partnership communication aligns with the DfE's expectations for joined-up mental health provision and multi-agency working.

8. Recording and Information-Sharing

Mental-health-related records are maintained in line with:

- Information Sharing Advice (2024) – necessary, proportionate, relevant, accurate, timely, secure
- GDPR & Data Protection Act
- Safeguarding expectations (KCSIE 2025)

Concerns involving risk of Significant Harm are shared **without consent** where permitted and necessary.

9. Monitoring & Review

- Policy reviewed annually or sooner following significant guidance updates.
 - Annual impact review: student outcomes, attendance, emotional development metrics, staff wellbeing feedback, safeguarding data trends.
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10. Linked Policies

- Safeguarding & Child Protection Policy
- Online Safety Policy
- SEND Policy
- Attendance / CME Procedures
- Tutor Handbook
- Data Protection & Confidentiality Policy
- Health & Safety / Lone Working Policy