

Senior Mental Health Lead Strategic Plan 2026



Area	Action	When	Who	Success criteria	Resources
Leadership and management	Identify a link Local School Board Member for wellbeing and make arrangements for feedback/discussion (Helen Pocock)	Jan 25	HT and SMHL	There is a named governor for mental health	Governor and SMHL time
	Develop a vision for mental health and wellbeing, shared across the school community.	Spring 2025	SMHL & Team	Vision is clearly communicated and understood by staff and students.	Meeting time
	Ensure Wellbeing linked to School Development Plan and Behaviour Policy	Autumn 25	SLT/SMHL	Wellbeing is on the School Development Plan and behaviour policy	Meeting time
	Mental health and well-being team regularly meet	1 hr of SLT meeting once a half term	HT, AHT SMHL, SENCo	Timetabled meetings on School Improvement Calendar	Meeting time
Ethos and environment	Raise staff awareness of vulnerable student groups and how to involve them in all aspects of school life	25/26	SMHL, HT, SENCo	All staff have clear understanding of how to support vulnerable students using pupil passports.	Meeting time

	Reduce stigma surrounding mental health through campaigns, assemblies, and posters.	Ongoing	MHWB team and Pupil Wellbeing Group	Surveys indicate increased openness around mental health discussions.	Communication materials, time
	Establish designated spaces for mental health support and reflection within school.	Summer Term 25	SMHL	Children know where and how to access support and reflection space	Space in school relaxation resources
	To promote the places of support and positive language around mental health for pupils and staff	Ongoing	MHWB team and pupil wellbeing group lead	Pupils and staff know how and where to access support Pupils feel comfortable and safe talking about their mental health	Mental health and wellbeing display boards Staff briefings, assemblies, posters, newsletter
	Develop Playtimes to help promote positive mental health through Collaborative play	Spring 25	SLT	Children are accessing a range of opportunities during playtime improving social and communication skills	Playtime resources, CPD for staff
	Identify and develop opportunities for health and well-being after school	Summer term 25	SLT, SMHL	Children are accessing a range of opportunities to take part in activities that promote positive mental health	Space in school, external providers to support

Identifying need and monitoring impact	Conduct a baseline mental health audit for staff and students.	Spring 2025	SMHL	Audit identifies key areas for improvement and intervention.	Survey tools, 3 Houses tool, Boxall or similar time
	Develop a vulnerability register and regularly monitor emerging student needs.	Spring/Summer 25	SMHL, SLT, SENCo	Register in place and regularly updated.	Management time
	Use data to target specific groups for additional mental health support.	Summer 2025	SMHL, SLT, SENCo	Interventions are targeted and effective based on data insights and pyramid of needs.	Data management tools
	Develop and share Pyramid of need/flow chart to promote staff confidence in procedure.	Spring 2025	SMHL, MHWB team	Pyramid provides clear guidance in school procedures where there is a concern	Time
Curriculum, teaching and learning	Ensure PSHE and tutorials cover key mental health topics, including resilience and stress management.	Summer Term 2025	PSHE Lead SMHL	Mental health and wellbeing integrated into the curriculum.	Curriculum planning time
	Embed opportunities to promote wellbeing across vocational and academic subjects Oracy and generative learning strategies	Summer Term 2025	Subject Leads	Wellbeing elements are included in lesson plans across subjects. Whole school events promote mental health and well-being.	Subject leader time

	Ensure the assembly plan includes some regular sessions on resilience and mental health—our children have a voice	Feb 2025 (mental health awareness week and beyond)	HT	The assembly school plan includes sessions on mental health and resilience	Management time
Student voice	To plan and implement a range of opportunities for gathering pupil voice, which are then reflected in strategic planning	Spring 2025	Pupil leadership lead SMHL	Pupils feel their views are sort and reflected in some school activities	Management time
	To create a pupil wellbeing group who will help to shape the school's wellbeing offer	Spring 2025	SMHL and/or pastoral lead	There is a pupil wellbeing group, whose ideas and activities are reflected in strategic plans	Management time
Staff development	To develop a staff wellbeing plan aligned to the DfE's staff wellbeing charter, which addresses local need and links to the DSAT charter.	Spring/Summer Term 2025	SMHL	There is a staff wellbeing plan in place and shared	Management time Training
	To promote the internal and external support that is available for staff to keep themselves mentally healthy	Ongoing	Staff wellbeing lead	All staff know how to access support for looking after their own wellbeing, including the Employee Assistance Programme	Newsletters Staff wellbeing board

	When policies are planned for review, evaluate them to ensure they reflect the mental health and wellbeing practices of the school	Ongoing	SMHL and SLT Subject leads	Policies and staff induction include mental health and wellbeing	Management time
	Inset days to encompass opportunities to develop Health and Well being within the Staff Community	Ongoing	SLT	Inset days encompass an opportunity to develop positive mental health	Planning time
Parents, carers and families	Include mental health resources and signposting on the school website and newsletters.	Every Half Term	SMHL	Families have easy access to mental health resources.	Communication materials
	Create station at Parents Evening which signposts services and resources	Every Parents Evening	SMHL	Families have easy access to mental health resources	Communication materials
	Opportunities for families to participate in school events that promote well being	Throughout the year	SMHL	Parents who attend events report a greater understanding of well being	Workshops/events time
Targeted support and appropriate referral	SMHL to familiarise themselves with local organisations and their referral routes	Spring 25	SMHL	SMHL has greater understanding of organisations and referral routes	Time