

Mental Health Action Plan 2025-26

We all have mental health, just as we all have physical health. How we feel can vary from good mental wellbeing to difficult feelings and emotions, to severe mental health problems.

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What do we do?	Detail	How do we know it works?	Next steps
Tutor Time: <i>Form Tutors are a consistent adult in the lives of our students. The 20 minutes they spend with students each morning is vital to setting a positive tone for the day, checking on their welfare and developing positive relationships.</i>	Form Tutors actively work to support all students daily, and promote wellbeing and Fun Friday activities. Acknowledging additional challenges faced by students of colour and members of LGBT+ community, resources are diverse and inclusive. All Key Stage 3 students read once a week in form time (year 7 and 8 are read to by their Form Tutor). This promotes reading for pleasure which is positive for wellbeing. Mental Health focus months are October and May.	Tutor PeD plan - One-to-ones conducted with all students in Term 1. Student Wellbeing Parliament in Autumn Term enables students to make their voices heard.	Develop a bank of resources around attendance, emotionally based school avoidance and positive behaviour strategies to share with Form Tutors so they can be proactive and knowledgeable in their interventions. Ensure SEN and PP students are represented at all school parliaments so they contribute effectively to Student Voice. Safeguarding governor to meet a group of students to discuss wellbeing.
Assemblies and talks <i>Assemblies are an important part of life at The Crypt School. They enable students to come together either in Houses,</i>	Deputy Head (Safeguarding, Inclusion and Wellbeing) leads assemblies in terms 1, 2, 4 and 6 to highlight the importance of mental health. HoYs make mental health a key part of their assemblies (at least once termly).	Awareness of mental health raised, and students feel positively towards the school - demonstrated	Assembly in Sept 2025 highlighted support available to all students. Remote assembly and Community Time in Nov 2025 on anti-bullying followed by commitments to positive change from each Form. A series of events led by

<i>year groups or Key Stages. These gatherings are important to develop a sense of community and belonging - these gatherings contribute to positive wellbeing.</i>	Visiting speaker talks cover topics such as consent, self harm, mental health and misogyny. Example: Deputy Head (Safeguarding, Inclusion and Wellbeing) assembly in December 2024 focused on the history of emotions and the message that <i>“it’s ok not to be ok”</i>.	through approach to lessons and engagement in extracurricular clubs and societies.	anti-bullying ambassadors to promote kindness and respect. HoY assemblies in Autumn Term to focus on bullying and mental health, alongside school values
Support during the school day	Students who need support during the day can access the Pastoral Room which offers two approachable and supportive Pastoral Support Workers (plus two PSW in Sixth Form team) and sofas, assorted leaflets and fidget toys. Additionally, recognising the benefits of reading for escapism and support, the room holds a selection of Young Adult and support books for students to enjoy or take away. A school counsellor - Fiona - visits two days a week (referrals through HoYs and PSWs) and a School Nurse - Angel - runs a drop-in on Tuesdays. Preventative measures such as the importance of good sleep, hydration, exercise and time away from screens are emphasised by staff where appropriate. iPads are not allowed in the Dining Room - to promote development of face to face social skills and further limit screen time.	MyConcern data shows how many students access support for various reasons and data is analysed half termly.	Continue to raise awareness of counsellor and School Nurse through assemblies in Autumn Term. Continue to build student resilience, with a focus on year 8 and Sixth Form in the first instance.

Staff structure (escalates down list)	1. Form Tutor - first point of contact for students and parents or carers. 2. Head of Year (working with Pastoral Support Worker). HoY also flags any serious concerns to Deputy Head (Safeguarding, Inclusion and Wellbeing). 3. Pastoral Support Worker takes on if more detailed work is required (working with Deputy Head - Safeguarding, Inclusion and Wellbeing). 4. School Counsellor. 5. CAMHS/Talk Well/Young Glos - communication with school maintained where possible.	MyConcern data shows students accessing at appropriate levels and the process of escalation, actions and outcomes.	Following changes to our Young Minds Trailblazer status we now make referrals to Young Minds Matter and other agencies through the Navigation Hub.
Other ways The Crypt School supports student mental health <i>The school is a calm and positive learning environment due to calm corridors (one way system), well behaved students (reinforced by C system) and approachable and supportive teachers.</i>	In the curriculum: For example, year 9 History starts with a topic on Tolerance which embeds an inclusive mindset and British Values. In English, books studied such as Ghost Boy and In the Sea there are Crocodiles promote understanding, inclusion and wellbeing. PeD programme actively teaches students about managing their mental health and how to overcome challenges. Strategic triangulation meetings take place so our approach is dynamic and adaptive to reflect the needs of cohort. Extra-curricular opportunities: Various lunchtime clubs which support positive mental health and wellbeing - eg making gift tags for Cobalt, Cross-stitch club, Multicultural society, LGBT+ society, Young Voices, Duke of Edinburgh (builds resilience, sense of community, outdoors).	Student Voice: Through one-to-one conversations, focus groups with Sixth Form prefects, Parliaments and surveys, students make their voice heard. Clubs and societies are well attended and students enjoy the activities and	1. Further analysis of MyConcern data to ensure mental health provision is accessed by all members of our community regardless of gender, ethnicity or socio-economic background. 2. Further develop support for Young Carers through training key governors and Pastoral team, offering clubs such as lego for wellbeing, and a new policy. 3. Audit extracurricular and trips participation to identify any gaps and/or opportunities to widen participation for SEN students. 4. Pastoral team continues to work closely with HoDs to ensure curriculum content (eg PeD) prepares students to make positive and safe choices in all

	Charitable activities: Events such as Miles for Miles event, community litter picking, Children's Book Project collection, Teddy Trust collection and food bank collections encourage students to give back to the community and think of others, which contributes to positive wellbeing. Sixth Form prefects go to Year 7 and 8 forms once a week to offer wellbeing support - they may lead small group activities, support individual students or assist the Form Tutor in other ways as necessary to support the students in the group. SEN: HoYs and PSWs work closely with the SEN team to meet the needs of all students - ensuring not only that they make good progress in lessons, but also that they maintain positive mental health. Sense of belonging: All Year 7 students visit St Mary de Crypt church and School Room in Gloucester - where the School was founded. This gives students a sense of history to develop their feelings of security, community and belonging - vital to positive mental health.	find a sense of belonging. Charity event in October 2023 raised £18,000 - evidence of positive engagement.	situations. Termly triangulation meetings between Deputy Head (Safeguarding, Inclusion and Wellbeing), Head of Sixth Form and Head of PeD continue. 5. Further establishing the Staff Wellbeing Committee. Links to staff wellbeing highlighted in Mental Health form resources and weekly briefings. 6. Run the World charity event (Oct 2025) to raise funds and awareness of Talk Well.
Communication with parents and other stakeholders	Form Tutors, HoYs, PSWs and Deputy Head (Safeguarding, Inclusion and Wellbeing) regularly communicate with parents via phone, email and meetings.	Positive and supportive parental body, and active Parent Teacher Association.	Deputy Head (Safeguarding, Inclusion and Wellbeing) to communicate with parents via letter once a term, with a focus on Mental Health, plus any other salient points - for example safe use of Artificial Intelligence.

	Pupil Welfare Committees with governors and key staff oversee student wellbeing and reports are shared from key staff on wellbeing, behaviour and attendance. September 2024: New mobile phone use policy shared. Online safety information shared regularly via weekly Head's Letter.		
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