TUKE SCHOOL

Emotional Wellbeing and Mental Health (EWMH) Accountability Framework

Whole-School Commitment to Emotional Wellbeing and Mental Health

The school is committed to promoting the emotional wellbeing and mental health (EWMH) of all students, staff, and families. As a specialist SEN provision, we recognise that wellbeing underpins learning, communication, behaviour, independence, and social inclusion.

Responsibility for EWMH is shared across the whole school community and embedded in leadership, safeguarding, teaching practice, family engagement, staff wellbeing, and multi-agency working. A dedicated Wellbeing Strategy for staff, students, and parents is reviewed annually and shared with stakeholders to ensure a consistent, transparent approach.

This framework sets out the roles and responsibilities of staff, volunteers, and stakeholders in delivering a proactive, whole-school approach to emotional wellbeing and mental health.

EWMH Accountability Structure

Role	Key responsibilities
Governors	Monitor and challenge the effectiveness of the school's wellbeing and mental health provision. Ensure EWMH remains a strategic priority within school improvement planning and safeguarding.
Headteacher / Senior Leadership Team	Provide strategic oversight of wellbeing and mental health across the school. Ensure policies, staffing, training, and resources support a whole-school EWMH approach.
Wellbeing Lead	Lead and coordinate the school's emotional wellbeing and mental health strategy and action plan, embedding a positive whole-school culture. Monitor wellbeing provision, training, interventions, student voice, and initiatives, and evaluate impact. Provide guidance on staff wellbeing roles, ensure clear signposting and support pathways, and coordinate targeted support for pupils, staff, and families in collaboration with colleagues and external agencies.
Designated Safeguarding Lead (DSL)	Ensure safeguarding systems support students experiencing emotional distress or mental health needs. Coordinate referrals and multi-agency support where appropriate.
Mental Health First Aiders	Provide an initial point of contact for staff experiencing emotional distress or wellbeing concerns, recognising the signs of poor mental health and confidently initiating supportive conversations. Offer mental health first aid within the scope of the role, signpost staff to appropriate support services, and promote positive wellbeing practices across the workplace.
Mental Health First Aid Champions	Promote positive mental health and wellbeing across the workplace by raising awareness, reducing stigma, and encouraging open conversations about mental health. Recognise the signs of poor mental health, support colleagues to access appropriate resources,

	and champion a positive and inclusive culture that supports wellbeing for all employees.
Class Teachers	Promote positive mental health and wellbeing within the classroom and wider team by fostering a safe, inclusive environment. Recognise signs of emotional or mental health difficulties in students and colleagues, respond appropriately, and escalate or signpost to relevant support when needed, contributing to a supportive and open culture.
Teaching Assistants	Promote positive mental health and wellbeing by supporting a safe, inclusive and nurturing environment for students and contributing to a supportive team culture. Recognise signs of emotional or mental health difficulties in students, and escalate or signpost concerns to the class teacher or relevant support services when needed.
Multidisciplinary team (MDT)	Provide specialist advice and support to promote students' emotional wellbeing, mental health, communication, sensory regulation, and social development. Work collaboratively with staff and families to identify needs, develop effective support strategies, and promote positive outcomes for students.
Wellbeing action group (staff/ parents' representatives)	Meets half-termly to review, develop, and evaluate whole-school wellbeing initiatives. Leads practical improvements such as updating student wellbeing surveys, improving wellbeing spaces and supporting the development of new emotional wellbeing and mental health initiatives. Acts as a driver for continuous improvement and staff voice within the EWMH strategy.
Parents	Support wellbeing events, workshops, and community engagement opportunities. Contribute parent voice to support the development of inclusive wellbeing practices.
Students	Contribute their views, feelings, and experiences through appropriate communication methods. Participate in wellbeing activities, build positive relationships, seek support from trusted adults when needed, and contribute to a safe, inclusive school community.
School Council	Represent student views on wellbeing, inclusion, safety, and school life. Contribute to the development and review of wellbeing initiatives and help ensure student voice informs whole-school decision-making.
Administrative and Site Staff	Contribute to a safe, welcoming, and supportive school environment that promotes wellbeing for all members of the school community.

EWMH is embedded within safeguarding, school improvement, CPD, behaviour, attendance, and family engagement. Its impact is monitored through survey outcomes, wellbeing data, student and parent voice, staff feedback, and regular review of wellbeing strategies.

This framework is shared with staff, governors, families, and external partners to reinforce the school's whole-school commitment to emotional wellbeing and mental health.

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