

School/College: Millfield School, Thornton-Cleveleys, FY5 5DG

2025 to 2027

Millfield School aims to create a safe, caring and happy community in which our children learn to meet, with confidence, the challenge of their future.

Key Priorities

- To ensure there is a whole school approach to Mental Health so that students and staff know that there is support available without any judgement or stigma surrounding mental health
- To identify students with mental health issues and offer targeted support.
- To provide information to parents on Mental Health and Wellbeing support.
- To provide health and wellbeing activities and education to promote and sustain the mental health of our pupils.

	Action	When	Who	Success criteria	NOTES - based on findings and progress Jan Review July Review: including setting targets for next year
Leadership and management	Distribute the policy and action plan to staff.	Sept 2025	TGN	All staff aware of policy and action plan and implement actions.	Successfully embedded. Staff awareness is strong, evidenced by consistent wellbeing delivery across school and high-quality provision contributing to the National Wellbeing Award (2025).
	Update the Millfield website for Mental Health with resources to support students and parents/carers.	To be reviewed ongoingly	TGN SHINE	Informative and useful links on school website so that students and parents can access the relevant support.	Effective. High student awareness (96% know where to access support) indicates resources are accessible and well-communicated to students and families.

	Liaise with governor with responsibility for mental health and invite to wellbeing meetings. To ensure there is a whole school approach to Mental Health so that students and staff know that there is support available without any judgement or stigma surrounding mental health.	Ongoing	TGN All staff	Students have opportunities to receive support for mental health issues. Evidenced through student voice. Staff find well-being support through SAS package and in school workload and well-being party. From this, changes in policy will be actioned through SLT. Evidence through staff voice.	Named wellbeing governor and strategic oversight have supported a whole-school culture of care, reflected in strong student voice and reduced escalation through early help. SHINE, early help, pastoral team, family liaison, life coach are all strategies used to support students. Staff report that SAS service is very useful.
	Ethos and environment SHINE team promoted through assemblies, website and events in school. To provide health and wellbeing activities and education to promote	Throughout the year Throughout the year	TGN SHINE All Staff	Awareness of Mental Health and the service offer to be outlined to incoming students. Students aware of the SHINE referral system and feel supported in school. Increase in uptake of extra-curricular activities. Student voice shows that students feel	Over 100 students supported by NHS SHINE counselling, demonstrating strong visibility, trust, and accessibility of the service. Extracurricular participation increased to 82%, showing strong

	and sustain the mental health of our pupils.			happy and feel there are opportunities to take part in school activities that help to support their mental health.	engagement in enrichment that supports wellbeing.
Audit and Monitor	Complete annual SWOT analysis and follow composed action plan.	Annually Approx. March 2026	TGN SHINE	To identify strengths and areas to develop for the provision of mental health and wellbeing.	Ongoing evaluation has contributed to continuous improvement, evidenced by wellbeing award.
	Excel sheet to be completed documenting the students that SHINE practitioners are working with, the treatment focus and outcome of treatments.	Throughout the year	SHINE	For Excel sheet to be kept up to date regularly so Millfield are able to monitor progress of treatment and review for any themes that emerge.	Effective monitoring systems in place. Clear evidence of targeted support (100+ students), early intervention and improved engagement.
Curriculum, teaching and learning	Continue to use Kooth as a support tool. Assemblies with Heather Hook to be arranged. Mental Health and wellbeing awareness weeks promoted through form time and assemblies.	July 2026	CDO TGN	All students have access to mental health support via Kooth. Students report in student voice that they have a greater awareness of where and how to get support with emotional health and wellbeing.	Strong impact. Student voice shows increased awareness and confidence in accessing support, with 96% knowing how to access mental health support.

Student voice	Continue to have Mental Health and Wellbeing Ambassadors within the school.	From September 2025 onwards.	TGN/ECO SHINE	House Leaders trained as mental health ambassadors and students able to signpost support available to peers suffering with poor mental health.	Ambassadors have led assemblies and run wellbeing club to help support students.
	Use Change Team as a vehicle to listen to the students views about mental health and allow them to shape the mental health and wellbeing activities in school.	Termly meetings	Change Team	Students have a greater say in how we support students' wellbeing and mental health.	Student voice has directly influenced provision (e.g. environment, rewards), strengthening belonging and wellbeing culture.
Staff development Staff support	To signpost staff the relevant training for mental health awareness.	From September 2025 onwards.	TGN ASN	Staff have greater awareness of mental health support strategies.	LCC wellbeing offer signposted to staff and access to training available.
	Liaise with governor with responsibility for mental health in order to share best practice.	Ongoing	TGN Link Governor	Governor invited to Change Team meetings and support for how we bring about improvements in the wellbeing strategy.	7 staff trained as Mental Health First Aiders, with wider staff confidence reported in delivering wellbeing and CPSHE provision.
	All staff have access to Schools Wellbeing Service.	Ongoing	All Staff	Staff wellbeing considered and opportunities to get support when required.	Collaboration has supported strategic improvements and contributed to recognised best practice (e.g. external validation and awards).

	Half termly workload and wellbeing meetings. Staff have voice at wellbeing meetings and annual wellbeing survey. Wellbeing Charter devised and followed in line with government guidelines.			Staff voice shows evidence of support for emotional health and wellbeing. Annual wellbeing survey shows positive impact of wellbeing initiatives.	Annual wellbeing survey is very positive with staff feeling well supported. Wellbeing charter continues to be followed. Further promotion of this for September 2026.
Parents, carers and families	Continue to promote Millfield website for Mental Health with resources to support students and parents/carers.	To be reviewed ongoingly	TGN SHINE	Parents more aware of support available.	Increased awareness reflected in strong engagement and alignment with wider wellbeing strategy (though further measurable parent voice could strengthen evidence).
Parents, carers and families	Increase presence of SHINE practitioners at parents' evenings, coffee morning and transition evening.	dates TBC	TGN SHINE	Parents well informed about support available for mental health and wellbeing. Parent evaluations show greater awareness of wellbeing strategy.	Increased visibility at key events has improved parental understanding of support pathways.
	Regular messages sent home via synergy and the school messenger signposting support for	In line with messenger articles	TGN	Parents well informed about support available for mental health and wellbeing.	Ongoing communication ensures parents are informed and engaged in supporting student wellbeing.

	wellbeing and mental health.				Further signposting to the website and NHS support to be continued and promoted further.
Targeted support and appropriate referral	Students who need support can access support via SHINE team referral system. Kooth support for mental health embedded in the school. Access to life coach for targeted students. Support from family liaison support officer. Progress leads identify students for targeted support.	Throughout the year	Progress Leads SHINE Family liaison officer	Targeted students identified and support put in place. Students' wellbeing improves as a result of the support put in place.	100+ students supported by SHINE Early Help and CAMHS reduce escalation Clear identification and intervention systems in place Ensuring a highly effective targeted support framework improving outcomes and engagement.