



# Mental Health and Emotional Wellbeing Policy

## 1. Aims

At St. Mary's CE Primary, we are committed to supporting the mental health and wellbeing of all who attend. This policy aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils and staff across our school.
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health.
- Support staff to identify and respond to early warning signs of mental health issues.
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources.

The school aims to:

- Promote positive mental health and emotional wellbeing in all staff and children.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Enable staff to understand how and when to access support when working with young people with mental health issues.

- Provide the right support to children with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst children and raise awareness of resilience building techniques.
- Instil a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## 2. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Designated Safeguarding Lead (DSL)	Principal, Mr Kyles
Deputy Designated Safeguarding leads	Mrs Eckley & Mrs Kyles
Special educational needs co-ordinator (SENCO)	Principal, Mr Kyles
Named Child Protection Lead	Principal, Mr Kyles

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the DSL or Deputy DSL and raise their concerns at the weekly staff meeting. If there is a concern that the child is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk, then Early Help (01432 383237) should be contacted or in extreme case MASH (01432 260800).

These LA services will provide advice and support.

### 3. Supporting pupils

#### 3.1 Support at school

Nurture support is available for children identified as being vulnerable to mental health issues. Children who are going through difficulties such as family illness, separation, bereavement, or other stressful situations are supported with small group work.

#### 3.2 Teaching about Mental Health (PHSE)

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum. Additionally, we will use such lessons to provide children who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges.

#### 3.3 Warning Signs

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the designated child protection lead/ named persons. Possible warning signs, which all staff should be aware of, include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing - e.g. long sleeves in warm weather
- Secretive behaviour
- Avoiding PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### 3.4 Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health, for example, those who are in care, young carers, those who have had previous access to Child and Adolescent Mental Health Services (CAMHS), those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working with Children's Services; CAMHS and other agencies services to follow protocols including assessment and referral.
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing an Individual Healthcare Plan (IHP).
- Providing a range of interventions.
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- Any support offered will take account of Academy policies regarding confidentiality.

### 3.5 Individual healthcare plans (IHPs)

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support through CAMHS (01432 220450), it is recommended that an IHP should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

The pupils IHP will include:

- Details of the child's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school and specific staff, usually the relevant Lead Teacher & the principal.

#### 4. Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures will be recorded confidentially on Scholarpack.

#### 5. Supporting and collaborating with parents/carers

##### 5.1 Working with parents

We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and process the situation. Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree are added to pupils' records and an IHP if appropriate.

##### 5.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing.

We will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to information promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

## 6. Supporting Peers

When a child is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the child who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help.

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling.

## 7. Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school we will use our communication channels and incidents will be recorded on Scholarpack. We

will share and display relevant information about local and national support services on our website.

## 8. Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child. It is important to also safeguard staff emotional wellbeing. Safeguarding supervision between the named persons relieves the burden of concerns and also ensures continuity of care should staff absence occur.

Parents would be informed if concerns are raised about a child's mental health. If a child gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## 9. Staff support

### 9.1 Wellbeing & Workload

To reduce workload pressures on staff the following have been initiated:

- Maintaining small class sizes throughout the school.
- Having high levels of TA support throughout the school. Our youngest children have full-time TA support.
- School assemblies being primarily led by other staff.
- Giving teaching staff the scope to adapt and extend coverage of the curriculum to support classroom learning.
- Implementation of termly assessments in the core subjects, this equates to a 50% reduction of workload for teaching staff.
- Staff are involved in decision making and policy decisions.
- Principal & Site Manager cover break and lunch break duties.

The Principal acts as the wellbeing lead and speaks to his teaching and TA staff daily.

## 9.2 Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues (KCSIE) as part of their regular child protection training to enable them to keep pupils safe. A member of staff (SENCo) is also a nominated to cover mental health (Principal) who is a trained First Aider. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD if appropriate.

## Appendix A: Contacts

Early Help Hub: 01432 260261

Child and Adolescent Mental Health Services (CAMHS): 01432 220450

NSPCC Contact: Kate Warner, 0121 2277650, [kate.warner@nspcc.org.uk](mailto:kate.warner@nspcc.org.uk)



**Herefordshire.gov.uk**  
**Early Help Hub**  
Advice, guidance and support for families with children aged 0 to 19 years.

- Family relationships
- Domestic abuse
- Struggling with finances
- Emotional health
- Substance abuse and more...
- Challenging behaviours
- Housing issues
- Safety in the community

**01432 260261**  
Available from 9pm Monday to Friday, closed on bank holidays or email [earlyhelpcontacts@herefordshire.gov.uk](mailto:earlyhelpcontacts@herefordshire.gov.uk)

To find out more about the Early Help service visit:  
[www.herefordshire.gov.uk/earlyhelp](http://www.herefordshire.gov.uk/earlyhelp)

**SAFE HEREFORDSHIRE**

## Appendix B: RSHE Programme of Study supports Health & Wellbeing

### St. Mary's Primary Dilwyn RSHE CURRICULUM

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	September	October	November	December	January	February	March	April	May	June	July	
Bible Quote and Values	"I am the Lord. The God of all people. Nothing is too difficult for me." Jeremiah 32:27 <b>Be Determined</b>	"Every good and perfect gift is from above." James 1:17 <b>Be Generous</b>	"Be joyful in hope, patient in affliction, faithful in prayer." Roman 12:12 <b>Be Patient</b>	But the angel said to them, "Do not be afraid. I bring you good news that will cause great joy for all the people." Luke 2:10 <b>Be Joyful</b>	"Therefore, if anyone is in Christ, the new creation has come: the old is gone, the new is here." Corinthians 5:17 <b>Be Curious</b>	"God is love. Whoever lives in love lives in God, and God in him." Ephesians 4:2 <b>Be Loving</b>	"Be good, lend, and expect nothing in return and your reward will be great." Luke 6:35 <b>Be Kind</b>	"Whoever wants to be first must be last of all and servant of all." Mark 9:35 <b>Be Humble</b>	"Blessed are the peacemakers, for they shall be called sons of God." Matthew 5:9 <b>Be Peaceful</b>	"Let your yes be yes and your no be no so that you may not fall under condemnation." James 5:12 <b>Be Honest</b>	Bear with one another and, if anyone has complaint against another, forgive each other; just as the Lord has forgiven you so you also must forgive." Colossians 3:13 <b>Be Forgiving</b>	
YR	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Y1/2	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Y1/2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Y3/4	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Y3/4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Y5/6	What makes up a person's identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Y5/6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			

Red-Relationships

Green- Health and Wellbeing

Blue-Living in the Wider World

Date Implemented: 1<sup>st</sup> April 2025

Approved by: Laura Scrivens                      Chair of Governors

Person Responsible: Peter Kyles                      Principal

Review date: 1<sup>st</sup> April 2028