

North Bradley C.E. Primary School

Mental Health and Wellbeing Policy for Staff and Pupils

'Shine as a light in the world' (Philippians 2:15)

'SHINE'

Strive, Hope, Inclusion, Nurture, Equality.

Last Updated: September 2026

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

In our school our Christian vision shapes all we do. We want our children to strive to achieve well, be hopeful, be nurturing and inclusive and that every child has equality of opportunity.

In addition, we aim to promote positive mental health for every pupil and every member of our staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils and staff as the need arises.

By developing and implementing universal practical, relevant and effective mental health and wellbeing policies and procedures, we can promote a safe and stable environment for all our school community affected both directly, and indirectly by mental health and wellbeing issues.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and with the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing for all members of our school community;
- Increase understanding and awareness of common mental health issues;
- Alert staff to early warning signs of poor mental health and wellbeing;
- Provide support to staff working with young people with mental health and wellbeing issues ;
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Miss K Ash: Head Teacher, Designated Safeguarding Lead, CPD Lead

Mrs T Baxter: Deputy Head Teacher, Deputy Designated Safeguarding Lead

Mrs A Smith: SENDCo and Deputy Designated Safeguarding Lead.

Mrs M Faulks: ELSA TA

Mrs L Fern: ELSA TA

The staff listed above form a Pastoral Team who meet as needed to discuss the pastoral needs of every member of our school community.

Any member of staff who is concerned about the mental health or wellbeing of a member of our school community should speak in the first instance to Miss Ash or Mrs Smith.

If there is a fear that pupil is in danger of immediate harm, then the normal child protection procedures and policy should be followed with an immediate referral to the Designated Safeguarding Lead.

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by either Miss Ash or Mrs Smith. Guidance about referring to CAMHS is provided through a local online support tool. (Wiltshire CAMHS). Referrals to Local Counselling Services or therapeutic services for pupils will be led by either Mrs Smith or Miss Ash.

The head teacher will take the lead with referrals and or signposting to support services for other members of the school community.

Individual Support Plans/Information Pages.

It is helpful to draw up a Support Plan (for pupils at SEND Support +) for pupils who receive a diagnosis pertaining to their mental health if they do not have a EHC Plan. This should be drawn up involving the pupil, the parents/carers and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

An EHC Plan, Support Plan and Information Page will be summarised into a One Page Profile which will be updated annually.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum which covers the Mental Health and Physical Wellbeing Statutory Requirements introduced in 2020.

The specific content of lessons will be determined by the specific needs of the cohort being taught, but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. Individual ELSA support and check-ins will also be arranged for pupils who require 1:1 targeted support.

Staff will be trained in supporting pupils with mental health difficulties and the mental health lead will ensure that staff are aware of and following 2020 statutory objectives. Training will also include trauma-informed practice and restorative training.

Signposting

We will ensure that staff, pupils, parents and carers are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas, toilets and staff rooms, and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Mental health will be on the agenda for staff meetings and governor meetings, and staff will be encouraged to talk to the Pastoral Team about staff wellbeing worries. We will use our website and school newsletter to share support services with parent and carers. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available;
- Who it is aimed at;
- How to access it;
- Why to access it;
- What is likely to happen next.

Warning Signs

School staff may become aware of warning signs which indicate if a member of the school community 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 communicate their concerns with Miss Ash or a member of the mental health and well being team.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, colleagues or becoming socially withdrawn
- Changes in activity, habits and mood
- Becoming verbally or physically abusive.
- Showing signs of excessive anxiety.
- Lowering of academic achievement/focus and concentration in the work place.
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather

- Secretive behaviour
- Skipping PE or getting changed secretly
- An increase in lateness to or absence from school or work
- Repeated physical pain or nausea with no evident cause

Managing disclosures

A pupil or staff member may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil or staff member chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's or staff's emotional and physical safety rather than of exploring 'Why?'

For pupils, all disclosures should be recorded in writing and held on the pupil's confidential file using CPOMs. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps
- Staff to be alerted including Head and Mental Health Leader.

This information should be shared with Miss Ash or Mrs Smith who will store the record appropriately and offer support and advice about next steps.

For other members of the school community, disclosures should be shared with Miss Ash or Mrs Smith if there are concerns about safety and well-being. All disclosures will be dealt with the upmost sensitivity. Staff should always aim to support each other and sign post to services who can help, including the Pastoral Team.

The SLT and Pastoral Team aim to support staff by:

- Generating an atmosphere of trust and support so that staff can share their worries about pupils and colleagues;
- Always being available to listen;
- Being proactive in dealing with concerns and worries;
- Organising regular social events at least twice a year;

- Providing staff rooms where staff can relax, unwind and share;
- Reviewing the marking policy and teaching curriculum as part of a work load audit;
- Encouraging work/life balance;
- Showing praise and appreciation for work contributions;
- Having regular staff meetings with mental health and wellbeing on the agenda;
- Giving staff time to re-set when upset by work or personal issues;
- Providing regular check-ins.

Confidentiality

We should be honest with regards to the issue of confidentiality. Conversations should be treated in the same manner as safeguarding conversations so no promises of issues being kept secret should be promised and if you have any concerns you must immediately report concerns to Miss Ash, Mrs Baxter or Mrs Smith. If it is necessary for us to pass our concerns about a pupil on then we should discuss this with the pupil:

- Who we are going to talk to;
- What we are going to tell them;
- Why we need to tell them.

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent, carer. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually a member of the safeguarding team. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the individual and discuss with them who it would be most appropriate and helpful to share this information with.

Parents/carers should be informed if there are concerns about their child's mental health and wellbeing as pupils may choose not to tell their parents/carers themselves. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, then the DSL/DDSL, Miss Ash /Mrs Baxter / Mrs Smith / Mrs Savery, must be informed immediately. That lead will then contact relevant agencies and parents, carers.

Working with Parents/carers

Where it is deemed appropriate to inform parents/carers, we need to be sensitive in our approach. Before disclosing to parents/carers we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable, (or virtual if required).
- Who should be present? Consider parents/carers, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents/carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give them time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents/carers can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record. When appropriate, internal referrals will be made to ELSA TAs or the SENDCo for intervention and support. External referrals will also be considered if necessary – see above.

Working with All Parents/Carers

Parents/carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parent/carers we will:

- Highlight sources of information and support about common mental health issues on our school website;
- Ensure that all parents/carers are aware of who to talk to, and how to get information about this, if they have concerns about their own child or a friend of their child;
- Make our mental health policy easily accessible to parents/carers;
- Share ideas about how parents/carers can support positive mental health in their children through our school website;

- Keep parents/carers informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil 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 and nurture
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend can help to look out for (e.g. signs of relapse)

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

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The safeguarding team attend additional training to support their roles.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. The ELSA supervision programme supports the ELSAs, and there are additional training opportunities for them. The SENCo also attends additional training depending on the needs of the pupils in the school.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Miss K Ash, our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in September 2026.

Additionally, this policy will be reviewed and updated as necessary.

This policy will always be immediately updated to reflect personnel changes.