



## Mental Health and Wellbeing Policy

### 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.*

### 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 the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- 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

At Edisford Primary School we are committed to meeting the needs of our pupils and ensuring that they make progress. We aim to build the five strong personal characteristics, persistence, resilience, organisation, getting along and confidence.

- Develop **happy**, **resilient** and **confident** children who thrive in body, mind and spirit
- Promote an ethos that values and celebrates that all children are **special** and unique with many **talents**.
- Provide high quality learning and a wide range of **experiences** that are **challenging** but **fun**.
- Create an environment that is stimulating, welcoming and purposeful for all members of the school community

## The Edisford Ethos Pyramid

In each House Assembly, we share the Edisford Ethos Pyramid with our children, which shows them our values and how we build on our core ethos.

## Our School Community

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

We do this in a number of ways:

### 1. Endeavours and Flairs

Through the work we do in Endeavours and Flairs, where children work towards acquiring their badges, doing practical work that increases their life experience and broadens their horizons. We actively teach children the five personal characteristics to make them more resilient, confident, organised, persistent people who get along with others well. Children learn to bounce back from failure, they keep trying at difficult challenges and they see the power of self-belief.

### 2. Points and Personal Characteristics

Every child has a points sheet displayed in their year group classroom. Children are given points that relate to the five personal characteristics and record them here. In PSHE lessons, we analyse the areas we are strongest and those we need to work on.

### 3. Five Personal Characteristics

Metacognition strategies are built into our teaching and learning. We use the practical experience we acquire in Endeavours and Flairs to refer to when we understand how to be successful. We also show children how they can teach themselves to remember things more readily and commit them to their long-term memory. For example, we show children how to remember the question in comprehension, by reading it twice in our heads.

### 4. Empowerment for Behaviour

We use an empowerment model for behaviour which is mutually beneficial for both adult and child. By describing behaviour using 'You are..' statements (description of reality), giving a choice of consequence, and following through with an age-appropriate sanction, children learn to manage themselves and make good choices. They are given respect and at the same time, clear boundaries.

### 5. Outdoor Play

We give our children a morning and an afternoon break-time, as well as a lunch hour break. This allows children to explore their own physicality, indulge in therapeutic risk

and interact with the green space. These are proven to have a positive impact on mental health.

#### **6. Good Relationships**

We build strong bonds with our children and we forge good, healthy and natural relationships. Children are involved in decisions in school that affect them, such as when they vote for their class ambassadors. They are listened to and responded to fairly and compassionately. Our aim is that our teachers build a relaxed-vigilant style, which gives children good boundaries, whilst showing compassion and warmth. This gives children a feeling of safety and security and impacts positively on their mental health.

#### **7. Teaching and Learning**

We break new learning down into smaller steps, as referred to by Rosenshine (Principles of Instruction, 2012). We do this in our new Maths scheme, Red Rose. We also break other learning into smaller steps in this way, such as spellings, times tables and comprehension questions. We use other aspects of Rosenshine's ten principles, such as short recaps at the start of each lesson, provide models to work from (writing, reasoning in maths) and use a range of questions with all learners to check understanding. As a result, children gain a feeling of success and this impacts their mental health.

#### **8. Marvellous Manners/Ambassadors and House Assemblies**

Our democratically chosen ambassadors meet every week to decide our Marvellous Manners. They give us a challenge to reach each week, which builds life skills and a sense of belonging and community. They also deliver our daily Thought for the Day, which is in the form of a poem or quote and links to our weekly Marvellous Manners.

#### **9. House Assembly and Stories**

Each week, in our House Assembly, our headteacher will tell our children a story that encourages positive mental health and growth mindset. We will also celebrate those children that have shown Marvellous Manners, by each teacher nominating the children that were particularly notable. These are published on our weekly Newsflash in celebration of their achievements.

#### **10. Wellbeing Sessions Targeted Support**

We run wellbeing sessions for those children who are experiencing a challenge to their mental health. These sessions put in place Early Help, so that we can act quickly to mitigate risk and harm to children. They partake in six sessions over a half term period, run by our Wellbeing Team, Mrs Calton and Mrs Halstead.

#### **Early Help Support**

**All** staff have a responsibility to intervene at an early stage to prevent harm to a child. You can always speak to the class teacher about any concern with your child and our children are taught that they must tell a teacher if they are worried about anything.

## Lead Members of Staff



### Designated Safeguarding Leads

Elizabeth Hamilton-Thorpe (Designated Safeguarding Lead and Headteacher)

Emma Blockeel (Back-up DSL, Deputy Headteacher and Wellbeing Lead)

Georgina Whiston (Back-up DSL and Out of School Club Manager)

### Wellbeing Team

Zara Calton (Year 2 Teacher and Wellbeing Team Leader)

Lisa Halstead (Teaching Assistant and Wellbeing Team)

### Ambassador Lead/PHSE Lead

Claire Agius (PSHE Lead and Ambassador Lead)

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Wellbeing Lead and the DSL in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Leads. 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 Carol Darnell (SENCO).

### Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents 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

### PSHE 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 PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort 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. We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

### Signposting to Early Help

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. Our Early Help support can be found on our school website in the [Safeguarding and Early Help Offer](#) in the Key Information menu.

### Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 Emma Blockeel , our Mental Health and Emotional Wellbeing Lead.

### 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, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## Managing Disclosures

A pupil 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 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 emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded in writing and held on the pupil's confidential file. 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

This information should be shared with the Mental Health/Wellbeing Lead, Emma Blockeel who will store the record appropriately (using CPOMs) and offer support and advice about next steps

## Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss 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. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead (Emma Blockeel), 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 pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them. If a child give us reason to believe there is an underlying child protection issue, parents should not be informed, and Children's Social Care informed immediately.

**Children's Social Care – 0300 123 6720**

The issue will be discussed with the Designated Safeguarding Lead.

### Working with Parents

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

- Whether the meeting can take place in person, which is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

### Further Information

We will highlight further sources of information and share resources where possible to help parents understand any mental health issue that arises. This may include Place2Be, a useful website for gaining understanding of issues children and parents may experience and Family Lives 0808 800 2222. We will look to use the EBSA toolkit where there are issues with coming to school [Emotionally Based School Avoidance Toolkit](#).

At the end of our meetings, we will agree a next step and always keep a brief record of the meeting on the child's confidential record. We will also set up a follow-up meeting to discuss progress and early help.

### Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will provide in our weekly Newsflash and in our half-termly Newsletters:

- Highlight sources of information and support about common mental health issues on our school website

- Ensure that all parents are aware of who to talk to, and how to get 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
- Share ideas about how parents can support positive mental health in their children through our regular information evenings.
- Keep parents 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 order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be guided by conversations by the pupil who is suffering and their parents.

### Training

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.

We will host relevant information on our school website for staff who wish to learn more about mental health. The [MindEd NHS Hub](#) learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 developing situations with one or more pupils. 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.

### Staff Wellbeing

Positive workplaces will benefit all employees and pupils. People have a sense of well-being when they feel good about themselves, have a sense of purpose and feel capable of fulfilling their personal goals. We all have a responsibility to look after our own mental health and well-being, develop our confidence and capacity and learn to respond with resilience to life's changes and challenges in work and beyond. The five steps to mental health are:

- connect with people
- be active
- be curious
- learn

- and give.

We will highlight clearly in school the members of staff who can help you if you are experiencing mental health issues. Children will be directed to these people, or their class teacher if they prefer.

Our Headteacher will lead and champion positive mental health. Every week, we are told a story that encourages positive growth mindset through a storytelling approach.

### Mental Health Resources in Lancashire

[www.mind.org.uk](http://www.mind.org.uk)

[www.hse.gov.uk](http://www.hse.gov.uk)

[Lancashire Wellbeing Programme](#)

There are many resources and agencies within Lancashire to help anyone experiencing mental health and well-being issues. Some of these are listed above. The Lancashire Well-Being Programme is a national programme run in partnership with WorkLife support and provides help and support for stress, staying healthy and looking after yourself.

### Staff Wellbeing Support

Staff can also access support through the Employee Assistance Programme on 0800 054 2301. Employees can also access this online at:

<https://www.employeeassistance.org.uk/>

This is also available for family members of anyone employed by school. By calling the number below, staff can access the right kind of support they need at critical times in their lives. It is also free to access.

### Professional Learning Community

We are committed to our working ethos of collective responsibility and collaboration which forms our professional learning community. This means that we help each other, check in with each other, offer assistance and share responsibility. We acknowledge that none of us are super-human, and we are the sum of our parts. Through this ethos, we aim to reduce pressure on each other and work together.

### Policy Review

This policy will be reviewed every year.

Reviewed July 2025. Date to Review: July 2026.