

Pupil Mental Health and Wellbeing policy

Lockerley Church of England Endowed Primary School



Approved by: FGB

Date: 5th March 2025

Next review due by: March 2027

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1. Aims

“Mental health is a state of well-being in which an individual realises their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to the community.” World Health Organisation

At Lockerley Primary School, we aim to promote positive mental health and wellbeing. We do this by reflecting our core Christian values of Love, Courage and Respect, and our key intent of ‘Believe together, Achieve together’ across our entire school community, including pupils, staff, and parents. We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our pupils face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms, forming a crucial part of their development.

Our Mental Health provision places high value on good school practice. We are committed to ensuring that an ethos of positive mental health is at the heart of all that we do.

Our moral purpose consists of three strands:

Teamwork: working with each other, with the wider school community and most importantly with the pupils in our school. Our house system brings an added sense of connectedness, belonging and community between children and also between staff and children.

Determination: whatever issues our children, their families, the school, our team or the community face, we are committed to supporting everyone to making a real positive difference to their lives. We believe that a resolution to any issue begins with a conversation and so we encourage all of our stakeholders to talk openly about issues that they may be facing.

Commitment: In an ever changing world, positive mental health is key to everyone's wellbeing and quality of life. It allows us to respond effectively to the challenges that daily life brings. At Lockerley Primary School, we are committed to making a difference to the lives of our pupils and we actively promote the values of resilience, self-awareness, kindness and compassion.

What effective mental health provision means for our pupils

- Helping them to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn
- Increasing their awareness and understanding and reducing stigma of issues involving the mental health
- Embedding within our curriculum, learning which will enable our pupils to become healthy, independent, responsible and confident members of society
- Provision of support at an early stage to any child who is, or appears to be, suffering from mental health issues; prioritising those who need support most, but ensuring that provision is for all
- Offering all support with respect and understanding
- Liaising with, and referring to, external agencies when appropriate
- Adhering to *Keeping Children Safe in Education* guidance and our school safeguarding policy
- Child-centred, clear, accurate and timely communication
- Restorative communication for behaviour choices, as in our behaviour policy

What effective mental health provision means for adults in our community

- Fostering a supportive work environment, operating in a fair and consistent manner
- Promoting a healthy workplace and practices that ensure that members of staff can develop a healthy mind
- Managing pressures, , and anticipate likely problems, taking action to reduce the effects of these pressures where possible and review regularly by gaining staff feedback

- Paying attention to any indication of changes in performance or behaviour in staff and promoting sympathetic alertness to staff who show signs of being under stress
- Understanding the differing needs of staff, at different points and events during their life cycles, and offering support accordingly with respect and understanding, prioritising those who need support most, but ensuring that provision is for all
- Following agreed procedures when there are concerns or absence due to work related stress and other mental-health and well-being problems, liaising with, and referring to, external agencies when appropriate
- Ensuring that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work
- Communicating clearly, accurately and in a timely fashion
- Support with good school attendance and punctuality, as in our attendance policy

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

2. Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

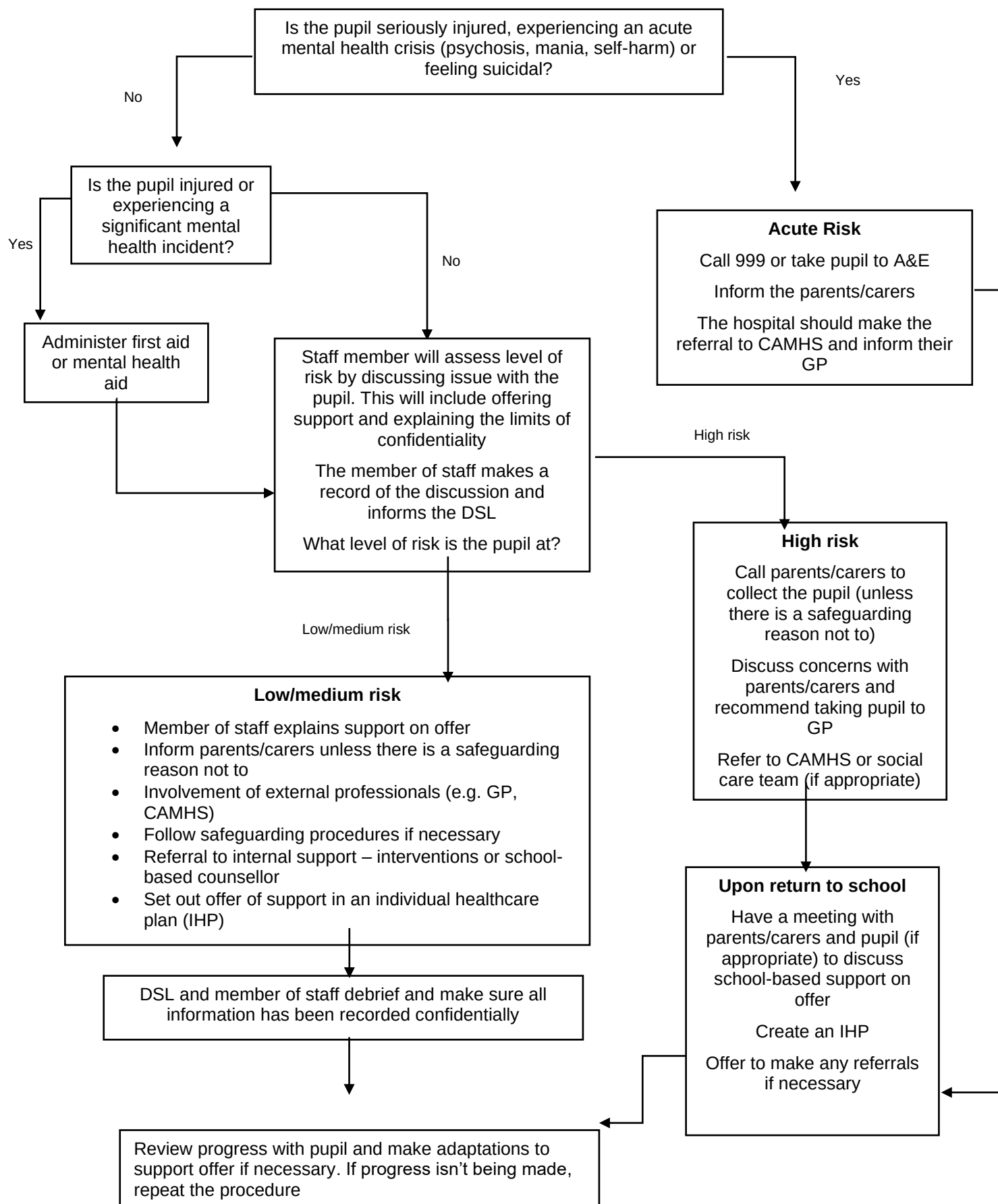
3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform SLT.

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

- Katy Kwiatek – Headteacher, DSL
- Alexandra Clark – Assistant Headteacher, SENDCo, DDSL, Mental Health Lead
- Eleanor Bowman – Family Support Team
- Neve Kean – Family Support Team
- Emily Webb – ELSA

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/DDSL via Cpoms. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/DDSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the school's Safeguarding Policy will be followed.

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week
- Use of Colour Monster check-in and self-regulation strategies to support communication around mental health and wellbeing
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through heads of year
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - PSHE lessons

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, Alexandra Clark as Mental Health Lead will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- ELSA
- Lego Therapy

8.4 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- Mental Health for Schools Team (MHST)
- Children and Adult Mental Health Services (CAMHs)
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services, including Hampshire Youth Access

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Sharing strategies and links to external agencies through the monthly school Wellbeing Newsletter
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

11. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Information is also available on our school website:

<https://www.lockerleyprimary.co.uk/family-support-team/>

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

Mental Health strategies are taught in *HeartSmart* PSHE lessons.

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Promoting Colour Monster check-in and self-regulation strategies for all pupils
- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

13. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Lockerley School is committed to ongoing CPD opportunities for staff linked to Mental Health, including training from Educational Psychologist and other professionals.

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme through *Health Assured*.