



Preston Candover CE Primary School
Love, Hope and Justice

*Inspire learning for life
Encourage each other and build each other up (1 Thessalonians 5:11)*

Mental Health and Wellbeing Policy

September 2025	Review Date: September 2026
Signed:	Mrs Simrit Otway, Headteacher
Date:	
Signed:	Chair of Governors
Date:	

Introduction

At our school, we are committed to supporting the mental health and well-being for our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We understand that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. Research conducted by the World Health Organisation (WHO) suggests that one in five children/adolescents will experience mental health issues in any year. However, only 10% of children aged 5-16 have a diagnosable mental health disorder which means the rest are potentially living with a mental health need and not necessarily receiving adequate support.

Mental health issues can have an enormous impact on quality of life, relationships and academic achievement. It can also affect areas such as employment and financial issues in later life. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental

health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Links to other Policies

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies such as our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider *behaviour to be a message*.

Purpose of the Policy

The purpose of this policy is to demonstrate our commitment to the mental health of our staff and students.

This policy sets out

- our definition of mental health and wellbeing
- our whole school approach to promoting positive mental health
- roles and responsibilities
- how we teach Mental Health and Emotional Well-being
- how we support Pupils' Positive Mental Health and Well-being
- how we identify mental health needs
- how we manage disclosures and confidentiality
- how we assess, intervene and support positive mental health
- how we work with specialist services and parents/carers
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and pupils can get advice and support

Policy aims

At our school, we aim to:

- Help children to understand their emotions and experiences better.
- Ensure our pupils feel comfortable sharing any concerns and worries.
- Help children to form and maintain positive relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.

- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

Definition of Mental Health and Well-Being

At our school, we use the World Health Organisation's definition of mental health and wellbeing:

... 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.

Mental health and well-being is not just the absence of mental health problems. In terms of having positive mental health, we want all of our pupils to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

We are a Leader in Me school and so we teach and reinforce use of the '7 Habits' in all that we do. These 7 habits significantly contribute towards positive mental health and wellbeing. (See Appendix 1)

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. provide a safe environment to enable pupils to express themselves and be listened to
- 3 helping pupils to develop social relationships, support each other and seek help when they need to
4. teaching pupils social and emotional skills such as resilience and the Leader in Me 7 habits

5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services such as CAHMs
6. effectively working with parents and carers and having strong communication links
7. supporting and training staff to develop their skills and resilience

Roles and Responsibilities

At our school, positive mental health is everybody's responsibility. We all have a role to play. However, certain staff members have a specific role in the process. If a member of staff is concerned about the mental health and wellbeing of a student or member of staff, then in the first instance they should speak to:

- **Senior Mental Health Lead/DSL:** Mrs Hulme
- **Inclusion Lead/DSL:** Mrs Meier
- **Headteacher/DSL:** Mrs Otway

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services if necessary.

As a mental health team, it is our responsibility to:

- lead on and work with other staff (and sometimes pupils) to coordinate whole school activities to promote positive mental health
- provide advice and support to staff and organises training and updates
- keep staff up-to-date with information about what support is available
- liaise with the PSHE Leader on teaching about mental health
- be the first point of contact and communicate with mental health services
- lead on and make referrals to services as appropriate

Teaching about Mental Health and Emotional Wellbeing

Through our PSHE/SRE curriculum, we teach our pupils the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. We aim to reduce the stigma of mental health problems.

All of our pupils learn to explore feelings and positive relationships through various topics in the PSHE curriculum, for example:

- How can I keep myself safe and healthy? (Yr R)
- How do people help us? (Yr R)
- How do we recognise our feelings? (Yr 1/2)
- Why should we keep active and sleep well? (Yr 3/4)
- How can we manage our feelings? (Yr 3/4)
- How can we be a good friend? (Yr 3/4)
- How can we keep healthy as we grow? (Yr 5/6)
- How can friends communicate safely? (Yr 5/6)

Please see our PSHE overview on our school website for more information.

We regularly review our PSHE/SRE curriculum and lesson content to ensure that we are meeting the aims outlined in this policy alongside the latest PSHE guidance

Our computing curriculum also provides opportunity to teach pupils about positive mental health and well-being through the topics of e-safety, the need to balance screen time and identifying the reliability of information sources.

Supporting Pupils' Positive Mental Health and wellbeing

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches to support pupils, including;

Transition Support

- Support for vulnerable children, for example, Speech and Language (SALT) support small group work such as TALA or Social Communication interventions
- Transition meetings with parent/carers, pupils and relevant staff
- TPA (Transition Partnership Agreements) with pre-school and secondary schools for all vulnerable children between inclusion lead and parents
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Key Adults might support secondary school visits with vulnerable pupils

Class Activities

- Leader in Me Activities (For example, circle of control, emotional bank account)
- Wall of kindness to support positive friendships
- Zones of Regulation
- Restorative Clip Board
- Positive and worry boxes/ books
- Mindfulness and breathing/meditation in class
- Circle Times
- PSHE lessons
- E-Safety lessons

Whole School

- Leader in Me programme
- Anna Freud *Schools in Mind* resources
- Celebrate Mental Health week
- Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc. - the whole school will explore the same PHSE themed book
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Small Group Activities

- Small friendship, social skills groups
- Lunch Club support
- Sanctuary Room for those children who are finding the classroom overwhelming

1:1 tools/ external support- used as required (See Appendix 2 for further details)

- TALA
- CAHMs (Child and Adolescent Mental Health Services)
- Primary behaviour Service support (for pupils and/or parents)
- Family Support- Barnados, Early Help (SOS Family Support)
- School Nurse
- Social prescriber/ counsellor

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- working with the School Office staff who are often the first point of contact with families seeking support
- induction meetings for pupils / families joining after the Reception year
- analysing behaviour, exclusions, attendance and weekly Behaviour Forms / Anti-Bullying Forms
- analysing visits to the medical room
- pupil surveys at the beginning of the school Year
- staff report concerns about individual pupils to the Designated Safeguarding Team which includes the Inclusion Lead and Senior Mental Health Lead
- worry boxes in each class for pupils to raise concerns which are checked by the class teacher
- Individual positive/worry books for chn to note down any concerns/worries
- weekly staff briefing for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental meetings
- enabling pupils to raise concerns to class teacher and support staff
- enabling parents and carers to raise concerns through the school class teacher or to any member of staff
- drop-ins with School Nurse or Educational Psychologist

All staff have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Designated Safeguarding Team which includes the Inclusion Lead and Senior Mental Health Lead.

These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits

- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing unsuitable clothing for the time of the year eg, long sleeves in hot weather
- repeated physical pain or nausea with no evident cause
- secretive behaviour
- Negative behaviour patterns eg, disruption
- Changes in educational attainment and attitude towards education
- Other family and relationship problems

Staff are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

Staff will also be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. A risk assessment and plan will be made.

Managing Disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student.

They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student’s consent first, such as in the case of students who are at immediate risk. Protecting a student’s safety is our main priority so we would share disclosures if we judged a child to be at risk.

Assessment, Interventions and Support

All concerns are reported to the Senior Mental Health Lead/Inclusion Manager/Designated Safeguarding Team and recorded. We then implement our assessment system based on the MHPro strategy’s Five Step Plan and levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

MHPro Strategy

The five-step plan creates a system to strategise identifying, supporting and escalating mental health issues.



	<p>Evidence-based Intervention and Support - the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils <i>For example</i></p>	<p>Monitoring</p>
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Highest need	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies</p> <p>TALA 1:1 support</p> <p>Educational Psychologist involvement</p> <p>External agency support that provides 1:1 support and group work</p> <p>If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.</p>	<p>All pupils needing targeted individualised support will have an Individual Care Plan drawn up setting out -</p> <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements <p>Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a Strengths and Difficulties Questionnaire</p> <p>Multi-agency meetings and regular reviews and feedback with parents/carers</p> <p>Early Help Referral and Children's Services</p>
Some need	Regular adult check ins	
Low need	General support as detailed above.	

Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs.

We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers.

Working with Parents and Carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Organise relevant Mental Health workshops with suitable expertise for example, with the school nurse or Education Psychologist. This includes topics such as Anxiety, Stress Management and Sleep.
- Share and allow parents to access further support through signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.
- Sharing a termly safeguarding newsletter with guidance and advice on topics linked to mental health

When a concern has been raised the school will:

- contact parents and carers and meet with them
- in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Action Plan
- discuss how the parents and carers can support their child
- keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate.

Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Involving Pupils

- we seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and suggestion boxes
- we have Peer Mentors who help coordinate the anti-bullying week activities/assemblies

Supporting and Training Staff

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

All staff have access to the following places of support:

Health assured

HH Employee Assistance 0800 028 0199

Mind Mental Health Charity

NAPAC (National Association for People Abused in Childhood

NHS- Mental Health helpline

Monitoring and Evaluation

This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the SLT which includes the Senior Mental Health lead, Inclusion lead and Headteacher) and reported to the Resources Committee.

This policy will be reviewed every three years or sooner if deemed necessary.

Appendix 1: Leader In Me Habits and Skills

HABIT	SKILLS TAUGHT Children Learn....
<p>Habit 1 'Be Proactive'</p>	<ul style="list-style-type: none"> • How to Pause & not react to things that upset them • How to use positive, growth mindset language • How to focus their time & energy on things they can influence • How to change patterns of behaviour
<p>Habit 2 'Begin with the End in Mind'</p>	<ul style="list-style-type: none"> • How to identify what is important to them & the person they want to be • How to visualise being that person & achieving their goals • How to reflect, & adjust their behaviour in order to be the person they want to be, or achieve the things they want to achieve
<p>Habit 3 'Put First Things First'</p>	<ul style="list-style-type: none"> • How to work out the most important things to do first • How to plan their time • How to say no to things that will distract them
<p>Habit 4 'Think Win Win'</p>	<ul style="list-style-type: none"> • How to not compare themselves to others and celebrate others success • How to find a balance between meeting the needs of others & ensuring their needs are met (Consideration = Courage) • How to resolve conflict and create a Win Win agreement
<p>Habit 5 'Seek First to Understand, Then to be Understood'</p>	<ul style="list-style-type: none"> • How to listen & show that they fully understand someone • How to ask good coaching questions • How to calm someone down when they are angry or upset using empathic listening skills • How to express their thoughts and feelings respectfully so that others will listen
<p>Habit 6 'Synergize'</p>	<ul style="list-style-type: none"> • How to recognise the value in people being different • How to listen to others' ideas • How to combine ideas to create even better ideas & solve problems
<p>Habit 7 'Sharpen the Saw'</p>	<ul style="list-style-type: none"> • How to invest time in their Physical, Mental, Relationship & Spiritual well-being and gain balance • How to overcome obstacles that get in the way of looking after their well-being

Appendix 2: School Referral Process to Specialist Services

School referrals to a specialist service will be made by the Senior Mental Health Lead/ Inclusion Lead following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs. Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
TALA	Accessed through the Inclusion Manager/SENCO
Educational Psychologist	Accessed through the Inclusion Manager/SENCO
Early Help Referral	Accessed through the Inclusion Manager/SENCO, Designated Safeguarding Team