



MENTAL HEALTH AND WELLBEING **POLICY**

School Mission Statement **Northbourne CEP School**

VISION STATEMENT:

Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"**.
(John: 10 v10)

Review annually	
Reviewed: September 2025	Next review: September 2026

Definition of Mental Health

The World Health Organisation (2014) recognises mental health as:

"Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes 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."

Policy Statement

At Northbourne CE Primary School, we are committed to supporting the emotional health and wellbeing of all our pupils and staff. We pursue this aim using both universal, whole school approaches, and for vulnerable pupils, we use specialised, targeted approaches. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue (Young Minds, 2017). By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self-esteem and ensure children know that they count and are important
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others

- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties, including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE policies. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Mr Reynolds (Headteacher)- Designated Safeguarding Lead
- Mrs Underwood- (SENCO)- Deputy Designated Safeguarding Lead
- Mrs Morrison- SEN Teacher- Designated Safeguarding Lead
- Miss Cooper (Class teacher)- Deputy Designated Safeguarding Lead
- Miss Bradley (Class teacher)- Deputy Designated Safeguarding Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a DSL or SENCo in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal safeguarding procedures should be followed. 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.

Managing disclosures and confidentiality

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 such a disclosure. Refer to the DEALT Child Protection Policy for further detail on managing disclosures. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, that member of staff's response should always be calm, supportive and non-judgmental. Staff should listen rather than advise and the first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'why?'

We will be honest with regards to the issue of confidentiality. If it is necessary for us to pass on our concerns about a pupil then we will discuss with the pupil:

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

All disclosures should be recorded on CPOMS and held in line with safeguarding procedures.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our Kapow and RSHE programme.

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. We will follow the PSHE Association Guidance, Teacher guidance: teaching about mental health and emotional wellbeing, to ensure that we teach about mental health and emotional wellbeing issues in a safe and sensitive manner, which helps rather than harms.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils, which may include, but not limited to:

- Circle time approaches
- Targeted use of Kapow resources, as appropriate
- Managing emotions resources such as 'The Incredible 5 Point Scale' or Zones of Regulation
- Boxall Profile Strategies.
- Therapeutic activities including art, Lego, yoga and mindfulness techniques.
- Time to Talk
- Additional Forest School sessions.
- Quiet Lunch Time area
- Time throughout the day with a trusted adult

The school will make use of resources to assess and track children's wellbeing as appropriate including:

- Wellbeing Scales
- The Boxall Profile

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

All staff have access to the School Wellbeing Package, which includes counselling, cancer and chronic illness support as well as access to GP and Nurse appointments.

Identifying needs and Warning Signs

All staff will complete 3 x yearly wellbeing and involvement scans on the pupils in their class, aimed at identifying a range of possible difficulties including:

- Learning engagement.
- Self-confidence.
- Emotional resilience.
- Friendship difficulties.
- Wellbeing.

All children are assessed as either low, medium or high in both areas, with appropriate next steps agreed, as necessary.

School staff may also become aware of warning signs, which indicate a student 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 the appropriate adults in school.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Lowering of academic achievement

Working with Parents

In order to support parents we will:

- Signpost parents to sources of information and support about mental health and emotional wellbeing

- Ensure that all parents are aware of whom to talk to if they have concerns about their child, and continue to ensure an 'open door' policy
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Ensure parents are aware if staff have concerns about their child's emotional health and wellbeing in school
- Liaise with parents when there is a need to refer to an appropriate agency for support

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- School nurses
- CYPMHS (child and young persons mental health service)
- Behaviour support through STLS Link Teacher
- Consultant Paediatricians
- Use Community of Schools and Professional Resource Group to seek support
- Emotional Wellbeing Practitioner-NELFT

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their annual safeguarding update training in order to enable them to keep students safe.

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.