



GRAYSWOOD PRIMARY SCHOOL  
Church of England (Aided)

# Mental Health and Wellbeing Policy

Policy schedule	
Written	February 2023
Last reviewed	February 2025
Next review	February 2027

## **Rationale**

Mental health and emotional wellbeing are as important as physical health to lead a happy and fulfilling life.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Within their school career, all children will experience ups and downs, and some may face significant life events. The Department for Education (DfE) recognises that: 'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'

'Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.'

### [World Health Organisation \(WHO\)](#)

#### **The Policy Aims to:**

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to children suffering mental ill health and their peers and parents/carers

#### **Lead Members of Staff**

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility include:

- Hannah Cole – Headteacher and Designated Safeguarding Lead DSL
- Angela Barnes/Amanda Burrell - Deputy Designated Safeguarding Leads
- Sophie Ireland - Deputy Designated Safeguarding Lead/ Inclusion Manager and SENDCo
- Katie Coult - Mental Health Lead
- Anna Harris – PHSE Lead
- Sarah de Marcos- Home School Link Worker and ELSA (Emotional Literacy Support Assistant)

#### **Whole school strategies**

- Teaching about Mental Health and Wellbeing. The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are an integral part of our PHSE and PE curriculum and underpin the school's ethos and values.
- See Appendix 1- Social, Emotional and Mental Health (SEMH) Provision Map

## **Pupil Identification**

We assess the need of individual children using these wellbeing measures:

- staff observations
- any changes in a child's behaviour, attention, or presentation
- any communication from the pupils regarding their emotions, feelings, or wellbeing.
- any communications from parents

Any member of staff who is concerned about the mental health or wellbeing of a child, should speak to the mental health lead or DSL and record this on CPOMS in the first instance. We use the measures outlined above to ensure that children receive the support they need, either from within school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

If there is concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding team.

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

Where a referral to Mindworks is appropriate, this will be led and managed by the Inclusion Manager and SENDCo or HSLW/ELSA.

Individual Learning plans will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health.

Pupils with special educational needs pertaining to social, emotional and mental health difficulties and/or diagnoses have Individual Learning Plans (ILPs) outlining the targeted support that is provided for them. See the school's [SEND Information Report](#) for more information.

## **Procedure for concern in relation to mental health and emotional wellbeing**

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

Staff should listen, rather than advise and our first priority should be for the pupil's emotional and physical safety.

Disclosures should be recorded in writing and held on the pupil's confidential file (CPOMS). This written record must include:

- Date, time and location
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's own words
- Agreed next steps and actions

## Confidentiality

We should always be honest with children and their families in regard to confidentiality, especially if this compromises a child's safety or wellbeing. If we think it is necessary to pass our concerns about a pupil on, then we should discuss with the child:

- Who we are going to talk to
  - What we are going to tell them
  - Why we need to tell them
- And reassure them that they have done the right thing in speaking out

## Supporting staff, Parents/Carers and Families

To support children, families, parents/carers, staff, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all are aware of who to talk to, if they have concerns about themselves, a colleague, child, parent, carer, family member
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through regular information sharing
- Offer relevant, timely and appropriate support to staff, parents/carers and families through:
  - In house support from key staff e.g. Home School Link Worker and ELSA
  - External support from other agencies e.g. Primary Mental Health Team
- Keep parents informed about the mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home
- Arrange workshops for parents to provide additional support. An example of this would be one that is arranged during the school year around balancing emotions led by two neurodevelopmental therapists.
- Instil the importance of sleep, diet, and exercise for healthy minds and bodies.

## Staff Training and CPD

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep pupils safe. We will host relevant information on our school website for staff and parents who wish to learn more about mental health. The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue. As a school, we have a member of staff trained as a mental health first aider and one trained as mental health lead.

## Linked Policies

- Safeguarding and Child Protection
- SEND Information Report and Policy
- Anti-bullying
- Behaviour
- PSHE/RSHE

## Appendix 1

### Grayswood CE Primary School Social, Emotional and Mental Health (SEMH) Provision Map

#### Level 1 – Universal Provision

- Inclusive whole school ethos based on trust and respect. This is linked to our core values of resilience, self-awareness, kindness, respect, and compassion, and our mission statement of 'Love one another as I have loved you'. (John 15:12)
- Open-door approach for parents and children – parents and children know they are listened to
- Positive behaviour management strategies used consistently across school
- PSHE curriculum includes themes within mental health and emotional wellbeing
- PE curriculum which promotes a healthy life style of both exercise and diet
- Whole school assemblies explore different themes across the year
- Whole school singing supports sense of 'togetherness'
- Pupil voice opportunities, including school council, eco warriors, worship team and school ambassadors
- Friday celebration and value assemblies
- On-line safety awareness lessons/information provided for parents and pupils
- Restorative strategies adopted to support pupils when they have conflicts
- Class 'circle and sessions' used informally to address any emerging issues
- Reflective class assemblies time to support and enhance school values
- Worry boxes/Worry monsters
- Emotional coaching approach to helping pupils to label emotions, encourage them to take responsibility for their behaviour and resolve disputes collaboratively
- Promotion of collaborative teamwork in class during learning and teaching time
- Class rewards used to create a sense of 'class team' and belonging
- After school clubs open to all pupils and lunch time clubs
- Lunch time club – 'Mindfulness' with a focus on mental well being
- Staff model our core values and interweave these into our curriculum

#### Level 2 – School Interventions

- Social skills groups - ELSA
- Speech and Language therapist support (SALT)
- Social stories for ASC pupils – ELSA
- Circle of Friends intervention
- Comic Strip Conversations used to explore situations - what could have been done differently by each person involved and how that would have changed the outcome
- Individualized pastoral interventions designed dependent on child's specific need e.g. visual timetables, reward charts, reading time, worry books, feelings toolkits
- Outdoor/indoor lunchtime play plans for individuals

### **Level 3 – Outside Agency Support**

- Mindworks
- Counselling
- Family Support/HSLW
- Educational Psychologist
- STIPs – Specialist Teachers for Inclusive Practice
- Outreach support from specialist schools such as Freemantle's (ASC) and Wey Valley (SEMH)
- Alive 'N' Kicking - weight management programme
- School nurse
- Young carers
- Parent Support groups
- Haslemere Hub