



Mental Health and Wellbeing Policy

January 2025 updated

Policy Statement

Wellbeing refers to the quality of people's lives. It is about how well we are and how our lives are going. Wellbeing may be best thought of as an umbrella term that can be measured via 'baskets' of indicators that together build up a picture of the quality of people's lives.

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)

Our school vision shapes all we do.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches as well as specialised, targeted approaches aimed at individual pupils.

Our vision for the education of our pupils is underpinned by the belief that education should support human flourishing, or 'fullness of life'. The education we provide should equip our pupils in their understanding of who they are, why they are here, what they desire and how they should live. The vision also puts emphasis on a rounded education which should equip our pupils with the strong foundations that will carry them through into adulthood.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

Aim

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 SEND policy where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue or where the 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
- Provide support to pupils suffering mental ill health and their peers and parents/carers



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Lead Members of Staff

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

Mrs E Lomax - Designated Safeguarding Lead/ Adult Mental Health First Aider/ CPD Lead/ PSHE Lead
Ms S Beckett – Senior Mental Health Lead/ Emotional Wellbeing Joint Lead/ SENCO/ Deputy DSL
Mrs Tara Graves – Mental Health and Emotional Wellbeing Joint Lead/ Mental Health First Aider

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Leads in the first instance. If there is a fear that the pupil is in danger of immediate harm then the school child protection procedures should be followed. If the pupil presents with 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 Ms S Beckett, Mental Health Joint Lead and SENCO.

Emotional Wellbeing Team

The NHS Wellbeing Teams work within schools to provide support for children's mental health and wellbeing. From time to time, children and families need additional support, for example, if a child is experiencing anxiety or low mood. The belief is that getting early help can prevent difficulties from getting bigger. Lunsford Primary School has an NHS Emotional Wellbeing Practitioner (EWP) who is in school weekly to support individual children or families with targeted support or to provide class, small group or parental workshops to support with identified areas of emotional wellbeing.

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

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 and PE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching 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. Mental Health and Wellbeing knowledge and understanding will also be delivered in partnership with the Emotional Wellbeing Team links with the school through the NHS.



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What our school aims to do:

The DfE has produced a useful document for schools to refer to when planning and promoting children and young people's emotional health and wellbeing. It outlines eight principles schools should consciously adopt to promote emotional health and wellbeing:

1. Leadership and management. We have a designated member of the senior leadership team who can champion organisation-wide practices and who looks to see if actions are: integrated, sustained and monitored for impact; responsive to pupil and parent voice; and fully linked to other avenues of support.
2. School ethos and environment. We will ensure the physical, social and emotional environment for both pupils and staff promotes a culture of respect value and diversity. All members of the school community have an understanding of how the school's vision shapes the provision for mental health and wellbeing.
3. Curriculum, teaching and learning. We will provide a focus within the curriculum and informal curriculum for social and emotional learning; and developing personal resilience. Opportunities for assessing these are utilised to help identify those in need of further support. We aim to build spiritual opportunities that will nurture young people.
4. Pupil voice. We aim to ensure pupils are involved in decisions that impact them or can benefit their mental health and wellbeing and develop agency to influence change.
5. Staff development, health and wellbeing. We aim to promote staff health and wellbeing as a key principle of the school's approach to mental health and wellbeing. We ensure access to training to equip staff to identify mental health difficulties in their pupils and to refer them to appropriate support in school or externally. We are committed to helping staff find a balance in managing their family and work responsibilities. We will offer additional counselling or supervision for staff working with children and young people with complex needs and will promote staff health and wellbeing as a key principle of the school's approach to mental health and wellbeing.
6. Identifying need and monitoring impact. Identifying need is an important basis for understanding and planning a response to a pupil's mental health and emotional needs and monitoring the impact of any support given. This needs to be done sensitively and where there are particular concerns additional professional advice should be sought.
7. Working with parents/carers. We will work in partnership with parents and carers to promote mental health and wellbeing and offer or signpost support for parents and carers developing their parenting skills. We will ensure families in disadvantaged circumstances can participate fully in activities by being mindful of costs, transport and other needs. We will signpost parents/ carers to out of school provision that may benefit their families.
8. Targeted support. In school we are able to support children with mental health and wellbeing needs through a variety of universal, specialised and targeted intervention (see table below). We will ensure support for children's mental health and wellbeing needs is timely through identification and referral practices especially for children at greater risk, for example, children in care, young



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carers, those who have had previous access to CAMHS, those living in households with mental illness or domestic violence. It is important to acknowledge that mental health and wellbeing is complex and schools need to work in partnership with other agencies to support the pupils in their care. There are some things schools are able to directly support and others which are largely outside their domain. Being clear on all support that is available locally and knowing how to support families to access this in a timely manner will make a significant difference to any holistic approach developed.

Universal (for everyone)	Targeted (small group support)	Specific (1:1 or personalised)
Jigsaw PSHE Curriculum Forest school inspired learning Zones of Regulation Curriculum Promotion of teamwork in PE lessons FLO 'Inspiration Days' Transition Support Mental Health First Aiders Emotional Wellbeing Team	Lego Therapy Social Skills (KS2) Emotional Wellbeing Team	Drawing and Talking ELSA Support 1:1 Check-ins Safe spaces for identified children Reward Charts Signposting to outside agencies such as NHS Counselling referral through School Health Wellbeing Service, CAMHS, Early Help, charities etc STLS SEMH Specialist Teacher Emotional Wellbeing Team Educational Psychologist

Nurture UK

Nurture as a practice means relating to and coaching children to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. Our practice is based on The Six Principles of Nurture:

1. Children's learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and are responded to at their developmental level in each of these areas to help them to feel safe and secure.

Social, emotional and behavioural development tools such as the Boxall Profile® are used by staff to assess and track a child's needs and put strategies in place to support positive development.

2. The classroom offers a safe base

A classroom environment should be inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff.



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Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals.

Provision and strategies are put in place which promote the welfare and wellbeing of children, as well as staff welfare and wellbeing.

4. Language is a vital means of communication

It is important for children to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and how this can impact them. Pupils' voices are valued, and language is assessed, developed and embedded in all aspects of the curriculum. Children are taught to recognise and name emotions through the Zones of Regulation curriculum.

5. All behaviour is communication

People communicate through behaviour. It is the role of all staff to help children to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. We support the children to reflect calmly to identify why certain behaviours have occurred.

6. The importance of transitions in children's lives

Children experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between lessons, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and we help children to transition with carefully managed preparation and support.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 1.

We will display relevant sources of support in communal areas and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs



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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 Ms S Beckett or Ms T Graves, our Mental Health and Emotional Wellbeing Leads.

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
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- 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 on CPOMS. This written record should include:

- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps/ actions

This information should be shared with the SLT/ DSLs who will offer support and advise about next steps.

Working with Parents

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

- Can the meeting happen face to face? This 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?



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It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible, as they will often find it hard to take much in whilst coming to terms with the news that is being shared. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on CPOMS.

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:

- 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 go 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 parent consultation evenings and newsletters etc.
- Keep parents informed about the mental health topics their children are learning about in PSHE (Jigsaw) 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 the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training



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As a minimum, 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.

Staff will be directed to the MindEd 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 appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Policy Review

To be reviewed January 2026



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Appendix 1

Useful sources of further support

Locally

Dandelion Trust <https://dandeliontime.org.uk>

Early Help [Early Help \(support for families\) - Kent County Council](#)

iAsk <https://www.iask.org.uk>

Kent Resilience Hub <https://kentresiliencehub.org.uk>

Mind – Mid Kent <https://midkentmind.org.uk>

School Health <https://www.kentcht.nhs.uk/service/school-health>

Slideaway Bereavement www.slideaway.org

Spurgeons – counselling and family support <https://spurgeons.org/how-we-help>

Nationally

Anxiety UK work to relieve and support those living with anxiety and anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy. www.anxietyuk.org.uk/

Charlie Waller Memorial Trust offers free resources, including guidance and policy templates for use by schools and colleges. <https://www.charliewaller.org>

Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. <https://childbereavementuk.org/>

Childline is a free, private and confidential service for children and young people available online, on the phone, anytime facilitated by trained counsellors www.childline.org.uk/

Childline Calmzone <https://www.childline.org.uk/toolbox/calm-zone/>

Education Support Partnership is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations. www.educationsupportpartnership.org.uk/

HeadMeds: about mental health medicines HeadMeds is a website for young people about mental health medication, launched in March 2014 and is owned and managed by the national charity YoungMinds. www.headmeds.org.uk/



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Kooth is an online mental wellbeing community for young people. From your online account, you can access magazines, discussion boards, chats and daily journals. <https://www.kooth.com>

Mind provides trusted advice and support to empower anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote understanding. www.mind.org.uk/

MindEd is a free educational resource on children and young people's mental health for all adults. www.minded.org.uk/

NHS <https://www.nhs.uk/mental-health/children-and-young-adults/>

PAPYRUS is the national charity for the prevention of young suicide. www.papyrus-uk.org/

Reading Well for young people. Reading Well promotes the benefits of reading for health and wellbeing. The programme has two strands: Books on Prescription and Mood-boosting Books. <http://reading-well.org.uk/books>

Rethink: living with mental illness provides expert, accredited advice and information to everyone affected by mental health problems. www.rethink.org/livingwith-mental-illness/young-people/

Samaritans work to ensure that fewer people die by suicide by working to alleviate emotional distress and reduce the incidence of suicide feelings and suicidal behaviour. www.samaritans.org/

Tell Mi is a safe, anonymous app where you can talk about absolutely anything. From anxiety to autism, dating to depression, or self-harm to self-esteem, sharing your experiences with our awesome community helps you to feel better. Our moderators check everything to keep you safe and our in-house counsellors are always on hand if you need extra support. <https://www.tellmi.help>

The Children's Society is a national charity that works with the country's most vulnerable children and young people. We listen. We support. We act. Because no child should feel alone. www.childrenssociety.org.uk/

Winston's Wish provide specialist child bereavement support services across the UK, including in-depth therapeutic help in individual, group and residential settings. www.winstonswish.org/

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people. They offer resources and bespoke training for schools and support for parents and young people. In addition they have a dedicated section on caring for the wellbeing of teachers and school staff. <https://youngminds.org.uk/>

Books for Parents and Adults

ADHD and Hyperactivity



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- Teenagers with ADD and ADHD: a guide for parents and professionals, Chris A Dendy (Woodbine House).

- Put yourself in their shoes: understanding teenagers with Attention Deficit Hyperactivity Disorder, Harvey C Parker (Partners Publishing Group). For parents of teenagers with ADHD. This book contains a wealth of information about understanding the world of teenagers with ADHD.

Anger

- Taming the dragon in your child: solutions for breaking the cycle of family anger, Meg Eastman and Sydney Rozen (John Wiley & Sons Inc.). Gives parents realistic, healthy and positive ways to understand and diffuse situations that trigger children's tantrum, flare-ups, sulks and arguments.

- When anger hurts - quieting the storm within, Matthew McKay, Judith McKay and Peter Rogers (New Harbinger Publications). Clears up misconceptions about anger, explains how to control it and discusses spouse and child abuse.