

Grange Primary School



Grange Primary School

Pursuing excellence for every child

Mental Health and Wellbeing Policy

Date completed: June 2026

Review Date: June 2029

Introduction

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

We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

Within the Special Educational Needs and Disabilities (SEND) Code of Practice, one of the four areas of need in Social, emotional and mental health.

Our ethos is supportive, nurturing and respectful. We encourage pupils to be open about their mental health and we want each child to know their voice is heard. At our school, positive mental health is everybody's responsibility. We all have a role to play.

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.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued

Bullying is not tolerated.

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being and creating a culture where mental health is talked about and all staff know how to access support.

Policy Aims

The aim of this policy is to demonstrate our commitment to the mental health of our staff and children.

This policy sets out the following:

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- 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

We will always promote a healthy environment by:

- Adopting a whole school approach to mental health and providing support to any child that needs it.
- Promoting positive mental health and emotional wellbeing in all children and staff.
- Celebrating both academic and non-academic achievements.
 - Celebrating children's achievements both in school and within the community as a whole.
 - 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 pupils' voices and giving them the opportunity to participate in decision making.
 - Celebrating each child for who they are and making every child feel valued and respected.
 - Raising awareness amongst staff and children about mental health issues and their signs and symptoms.
 - Enabling staff to respond to early warning signs of mental-ill health in children.
 - Supporting staff and promoting and cultivating a mentally healthy school, where staff feel that they have a good work life balance.

Grange Primary School's values are:

- **Happiness** - safe, cared for and confident
- **Excellence** - Dream big, aim high
- **Ambition** - the best thing we can be
- **Respect** - for ourselves, others and our environment
- **Togetherness** - together everyone achieves more.

2. Key Staff Members

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The schools mental health team is made up of the following members of staff:

- Our Designated Safeguarding Officers: Miss H. Salt and Mrs C. Plaskitt
- Mental Health Champion and Assistant headteacher with responsibility for inclusion : Miss K. Brougham
- Mental Health First Aid for Staff: Mrs S. Claybourn
- PSHCE Lead: Mrs H. Rowe

Key responsibilities for these members of staff are:

- leads on and works with other staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available

- liaises with the PSHE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services
- leads on and makes referrals to services

If a member of staff is concerned about the mental health and wellbeing of a child, then in the first instance they should speak to the child's class teacher and report on CPOMs.

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

Teaching About Mental Health

Our PHSCE curriculum is developed to give children the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our PHSCE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide pupils with strategies to help keep them mentally well.

Our approach at Grange is to:

- provide a safe environment to enable pupils to express themselves and be listened to
- ensure the welfare and safety of pupils as paramount
- identify appropriate support for pupils based on their needs
- involve parents and carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents and carers updated

Support at School and in The Local Community

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

We have a range of support available in school for any children struggling, as listed below:

Child initiated support includes:

- The 'Worry Monster', where children can share their concerns by writing a note. They can select if they would like someone to speak to them about it on the simple form.
- Speaking to the pastoral team (available throughout the day but pupils can share initial concerns with any staff member at any time).
- Speaking with teachers or non-teaching staff.

Adult initiated/ interventions include:

- Happy to be me
- Nurture groups
- 1:1 Nurture time

- Games Club/ Reading Club over lunchtime
- Pupil wellbeing groups (including cookery for older children or mud kitchen for younger children)

There are also a lot of support networks available for children in the local community, such as:

- Liaising with the school nurse
- Paediatricians
- Child and Adolescent Mental Health Services- Young Minds
- Play therapist
- Compass Go
- Counselling services
- Therapists
- Family support workers and/or behavioural support workers.
- Educational Psychologist

These operate a referral process which the head teacher, the pastoral staff or the SENDCO can initiate with consent from the pupil's parent or carer.

Supporting Pupils' Positive Mental Health

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 including;

Transition Support

- Support for vulnerable children, for example, Speech and Language (SALT) support small group work such as Lego Therapy or Social Communication groups
- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- 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

- Worry boxes/ monsters dependent upon cohort needs
- Kindness/Compliment Boards
- Mindfulness and breathing/meditation in class
- Classroom scripts and signposting

Whole School

- PSHCE curriculum
- High Quality Learning mentor support
- Assembly themes
- House tokens for school values
- Class Champion focussed on school values.

Small Group Activities

- Small friendship, social skills groups with learning mentor
- Specific small groups for variety of mental health aspects.
- Lunch Club support

- Nurture Room support for those children who are finding the classroom overwhelming and need a break out space.

Identifying Needs and Warning Signs

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:

- Identify individuals that might need support
- working with the School Office staff who are often the first point of contact with families seeking support
- Home visits in Early Years to identify needs, and new to school families.
- Analysing behaviour, attendance and any concerns raised on CPOM's by all staff members.
- SPOT tool analysis by children flagged with any concerns.
- pupil surveys
- staff report concerns about individual pupils to the pastoral team or SENDCO wither in person or through CPOM's
- weekly staff meetings for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental classroom based drop in's.
- specific pastoral drop in's for targeted parents/families.
- 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 - we have an 'Open Door Policy'
- drop-ins with School Nurse or Educational Psychologist
- DSL to complete any Early help referrals.

All of our staff are trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to children who need it, when they need it. These warning signs will always be taken seriously and any member of staff concerned about a pupil will take this seriously and talk to the SENDCO, learning mentor or Designated Safeguarding officer

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm repeated or appear non-accidental
- Changes in activity, eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.
- Non-verbal behaviour

- Lowering academic ability.
- Not wanting to do PE or get changed for PE

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- 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.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed

Finally, staff will 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.

5. Signposting

We will ensure that all staff, children, and parents/carers are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

7. Managing Disclosures

If a pupil 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** (please refer to Safeguarding Policy for more details).

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.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

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 a Plan of how to move forward
- 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.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a child, either to somebody inside the school or somebody outside it, then this will first be discussed with the child. This will also follow our **confidentially policy**.

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 child's consent first, such as in the case of children who are at immediate risk. Protecting a child's safety is our main priority so we would share disclosures if we judged a child to be at risk.

Whole School Approach

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 means working with parents and carers and with other agencies and partners, where necessary.

As part of our whole school approach, we will also work with other agencies to support our children's emotional health and wellbeing. This might include liaising with the school nurse, Paediatricians, Young Minds, Compass Go, counselling services, therapists, family support workers and/or behavioural support workers.

The following 7 aspects are Grange's key areas of our whole school approach

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'

Working with Parents and Carers

We aim to support parents/carers as much as possible. This means keeping them informed about their child and offering our support at all times.

To support parents/carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents/carers to access further support.
- Ensure that parents/carers are aware of who to talk to if they have any concerns about their child.
- Give parents/carers guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents/carers.
- Keep parents/carers informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.
- Work with Other Agencies and Partners
- Have an open door policy.

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
- Mental health is a subject area that is included in all out school council meetings.

Training

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.

Linked Policies

This policy is linked to our policies on Safeguarding, Behaviour and Anti-bullying policy and Confidentiality policy, SEND. 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

Policy Review

This policy will be reviewed regularly. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

Approval of policy

Date ratified by the Governing Body: June 2026

Next review date: June 2029

Virtual Chair of Governors Signature: __S. Ryley____

Date: 30.6.2026