



Excellence, Respect, Friendship

CAWSTON GRANGE PRIMARY SCHOOL

Mental Health and Wellbeing Policy

Date of original formation: September 2023

Written by: Nic Brookes

Review Date: September 2025

Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Procedure to follow in a case of acute mental health crisis
5. Warning signs
6. Managing disclosures
7. Supporting pupils
8. Supporting and collaborating with parents/carers
9. Supporting peers
10. Signposting
11. Whole school approach to promoting mental health awareness
12. Training
13. Support for staff
14. Monitoring arrangements

1. Aims

At Cawston Grange primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school

Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health

Support staff to identify and respond to early warning signs of mental health issues

Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy
- Staff wellbeing policy

2. Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

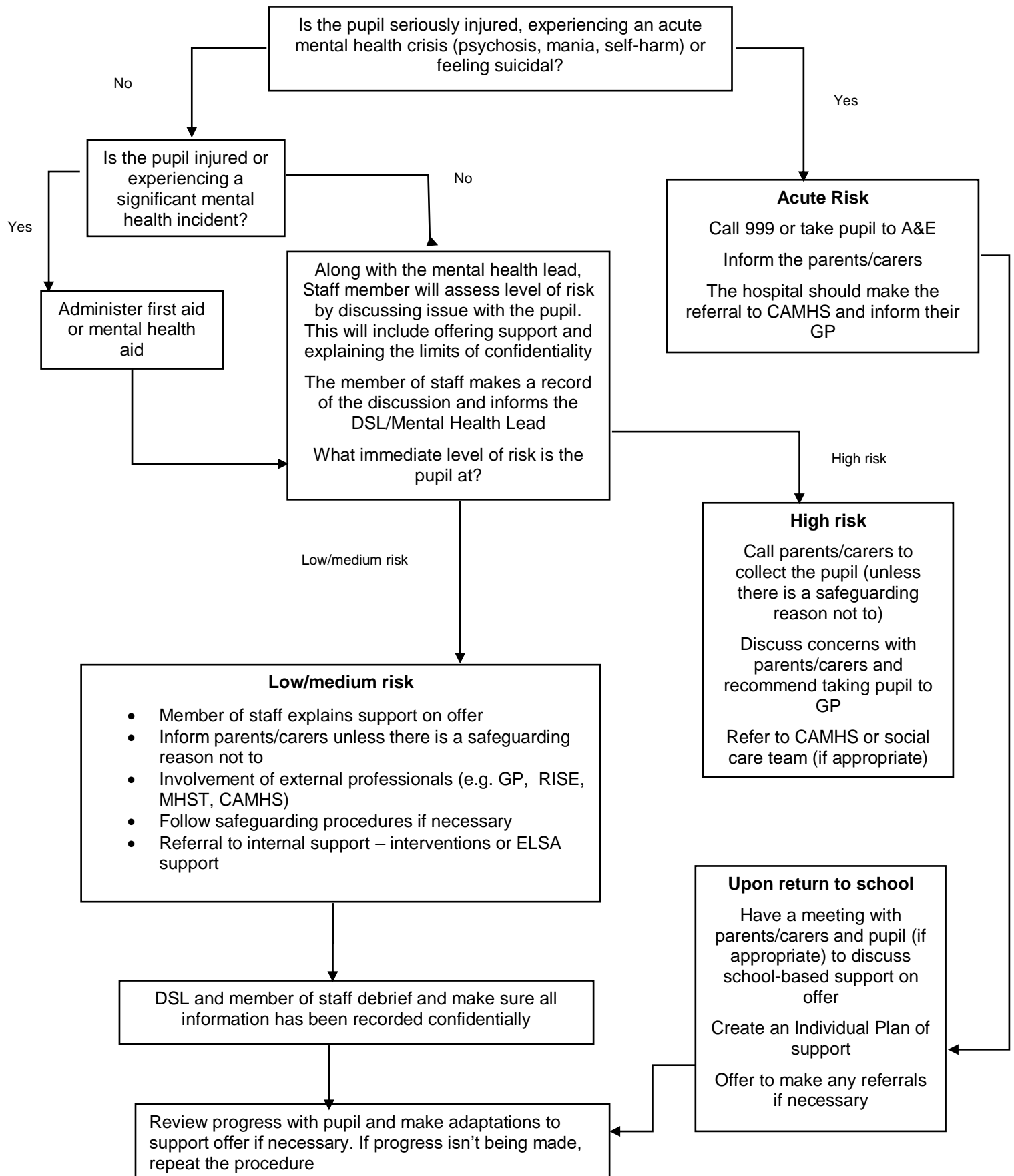
3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform either the designated safeguarding lead (DSL), mental health lead or SENDCO.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Mrs Brookes (Deputy Headteacher / Mental health Lead)
- Mrs Worthington, Mrs Brookes, Mrs New, Mrs Wesson, Mr Turk (Designated safeguarding leads)
- Mrs Paterson (Special educational needs co-ordinator)
- Mrs New (Family and Child Support worker)

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to a DSL or mental health lead. All disclosures are recorded on CPOMS.

7. Supporting pupils

7.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

Raising awareness of mental health during assemblies, PSHE, display areas and mental health awareness weeks

Signposting all pupils to sources of online support on our school website

Having open discussions about mental health during lessons

Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health

Monitoring all pupils' mental health against the Leuven scale

We have appointed Mrs Brookes as the senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing. Mrs Brookes works closely with our SENDCO (Mrs Paterson)

Offering pastoral support, e.g. through Mrs New or Mrs Petts / Mrs Brookes (ELSA support)

Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

Worry boxes

Peace circles

7.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, members of staff are asked to complete a cause for concern referral. This will then be discussed between the Headteacher, Mental health Lead and SENDCO. These referrals will be taken on with a graduated and case-by-case approach to assessing the support our school can provide.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

7.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- ELSA 1:1 and group sessions
- Nurture sessions with family/child support
- Calm Start club
- Lunch and break time support
- Time-out pass
- MHST

7.4 Positive Intervention Programme (PIP)

A pupil will be offered an individual intervention plan (PIP) if there is a need for a consistent and clear approach to support the child.

PIPs are written in collaboration with the pupil (if appropriate), their parent/carers, the SENDCO and any other relevant professionals. (See SEND policy)

7.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician

- CAMHS / RISE / MHST
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#),)
- Local counselling services

8. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, a positive intervention programme (PIP) will be written (see section 7.4)

9. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

10. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help. We also hold mental health / wellbeing coffee mornings for parents to attend.

The Mental health Lead, SENDCO and Family support worker will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

11. Whole school approach to promoting mental health awareness

11.1 Mental health is taught in PSHE – following the JIGSAW scheme of work.

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) alongside the Jigsaw scheme of learning.

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

11.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

12. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

13. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

14. Monitoring arrangements

This policy will be reviewed by Nicola Brookes biannually. At every review, the policy will be approved by the Trustees and the Headteacher.