



MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

June 2025

Next Review: June 2027

Approved by: Headteacher

Glade Hill Primary and Nursery School
Mental Health and Emotional Wellbeing Policy

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1. Policy statement

'Mental Health is a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community' (World Health Organisation)

At Glade Hill Primary and Nursery School we aim to promote positive mental health and emotional wellbeing for our whole school community; pupils, staff, parents and carers and governors and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We have a supportive and caring ethos where each individual and contribution is valued and all individuals can be supported whether affected directly or indirectly by mental ill health.

2. Policy Aims

Our school aims to:

- Create an environment where all children and young people have a sense of belonging and feel safe
- Enable children to feel they can talk openly with a trusted adult about their problems without feeling any stigma
- Provide opportunities for children to develop their confidence and self-esteem
- Develop resilience amongst students and raise awareness of resilience building techniques
- Promote positive mental health and emotional wellbeing in all staff and students
- Increase understanding and awareness common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in students including types of support and how and when to access this support for children and their parents/carers
- Support staff in relation to looking after their emotional wellbeing

3. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our school's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies. Eg.

Safeguarding, Inclusion, Children in Care/ Children Previously in Care, Supporting Children with Medical Needs, SEND, Behaviour and Attendance, Anti-bullying, RSHE and SMSC.

4. 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 in children. There are also key members of staff who have specific roles to play including contributing to the School Mental Health Team:

- Mrs Rowe - The Senior Mental Health and Well-being Lead, DSL, Mental Health First Aider and RSHE Lead
- Mrs Stapleton – Head Teacher and Designated Safeguarding Lead
- Miss Wardle - SENCO and DSL
- Mrs Want – DSL and Deputy Head teacher
- Ms Jardine – DSL and Early Years Lead
- Miss Clarke – ELSA and Mental Health First Aider
- Miss A. Marshall - Mental Health First Aider
- Mr Strachan – Mental Health First Aider

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Mrs Stapleton or Mrs Rowe.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures will be followed.

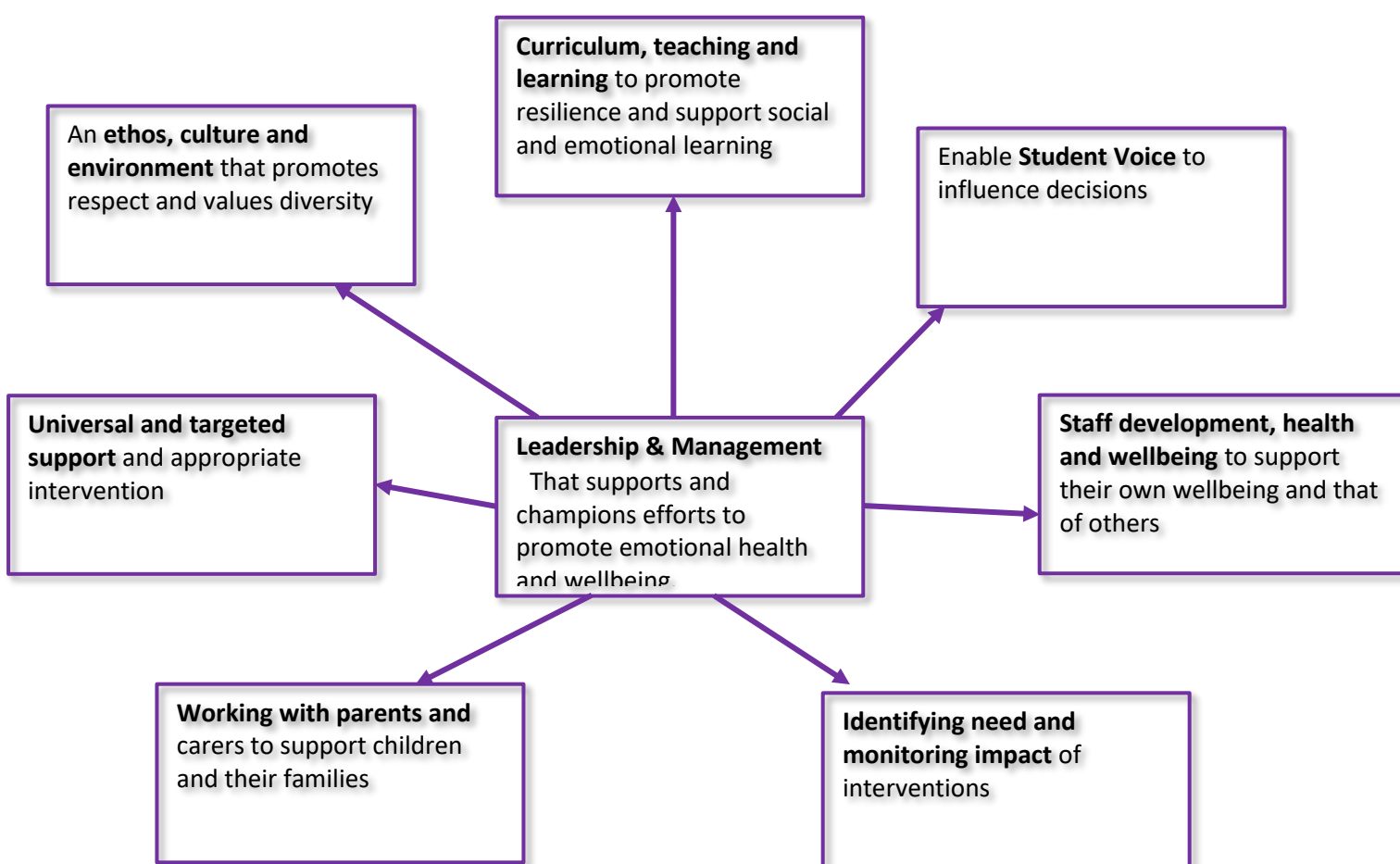
If the child presents a high-risk medical emergency, relevant procedures will be followed, including involving the emergency services if necessary.

5. Whole School Approach

We will follow a whole school approach towards promoting positive mental health and emotional wellbeing across the whole school community.

This forms the basis of our work on the local Emotional Health and Resilience Charter and follows 8 whole school areas.

1. Leadership and management
2. Identifying need and measuring impact
3. Ethos, Culture and Environment
4. Student Voice
5. Curriculum, teaching and learning
6. Staff development, health and wellbeing
7. Support
8. Working with parents



6. Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our RSHE curriculum. This includes the Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education orders.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Our school also promotes positive mental health through campaigns, assemblies, transition programmes, circle times, nurture groups and peer mentoring.

7. 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.

Warning Signs

Staff may 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 alert a key Staff Member. (section 4)

Possible warning signs, which all staff should be aware of 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

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions

- Medication and any side effects
- Who to contact in an emergency including the role the school and specific staff

8. Universal Sources of Support

Signposting - We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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

School Based Support –

Our Senior Mental Health and Well-being Lead

Our Elsa

Our Mental Health First Aiders

Our SENCO

Local Support

In Nottingham City, there are a range of organisations and groups offering support, including, MHST (in some schools) and Targeted CAMHS and community CAMHS a group of providers specialising in children and young people's mental health and wellbeing. Base 51 and Kooth (for older children)

These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

MHST (age 5-18) - www.asklion.co.uk/mhstnottingham

Targeted CAMHS (age 0-18) - <https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/child-and-adolescent-mental-health-services-camhs/>

Community CAMHS (0-18) - <https://www.nottinghamshirehealthcare.nhs.uk/pebble-bridge>

Base 51 (age 12-25) - <https://www.base51.org>

Kooth (age 11-25) - <https://www.kooth.com/>

9. Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We are able to refer to the Community Public Health (0-19) service who support the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Nottingham City Council Children's Services, Nottingham CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing through the single point of access (SPA), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective, According to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including Nottingham CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

10. Managing disclosures and Confidentiality

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially *My Concern*.

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent will be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

We also believe it is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents will always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

11. Supporting and Training Staff

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 to enable them to keep students safe.

We will host relevant information on our website for staff 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.

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 developing situations with one or more students.

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

Suggestions for individual, group or whole school CPD should be discussed with Mrs Stapleton or Mrs Rowe who can also highlight sources of relevant training and support for individuals as needed.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance. We have monthly supervision sessions available for staff that need to access this service.

12. Working with parents/carers

If it is deemed appropriate to inform parents, we will consider these questions first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place? – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

We will signpost parents to other sources of information and offer support in these instances. At the end of the meeting, we will keep lines of communication open should the parents have further questions or concerns and we will suggest a follow-up meeting or phone call.

We will ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and

- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

13. Supporting Peers

When a student is experiencing mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations with the student and their parents/carers 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 needs 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

14. Monitoring and Evaluation

This policy will be reviewed every two years as a minimum.

In between updates, the policy will be updated when necessary to reflect local and national changes.