



Federation of Kymbrook & Thurleigh Primary Schools

*Working in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning.*

Pupil Mental Health and Wellbeing Policy

Enjoyment – Enrichment – Excellence – Equality

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1. Policy statement

In the KT Federation, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. We strive to offer our children, not only the very best education, but a Federation ethos that supports mental health and well-being as a fundamental right. Our vision of *‘Working in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning’* is the aim for all who are connected to our Federation. For our children, we believe that this goes hand in hand with having a healthy and happy outlook on life and provides the foundations of lifelong good mental health.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our school’s approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND Policy
- Positive Behaviour Policy
- Ant-Bullying Policy
- Child Protection and Safeguarding Policy
- Health & Safety Policy
- Children with Medical Need Policy
- Staff Wellbeing Policy

3. Policy aims

- Promote positive mental health and wellbeing across the whole school in line with our vision, values and ethos
- Create a culture of inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice (This is providing opportunities for pupils to have a say in the decisions made within their school that will affect their learning and education.)
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

4. Legal basis

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](#)

5. Roles and responsibilities

- All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead.
- Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:
 - Headteacher – Kathy Augustine
 - Designated Safeguarding Lead (DSL) Kathy Augustine, George Cole, Rachel Smith, Sheri Morgan
 - Special educational needs co-ordinator – Sheri Morgan
 - Mental Health & Wellbeing Ambassador - Jo Mummery

The role of the Mental Health Ambassador is to work across the Federation to deliver workshops and provide general support to those in need. This could be in small groups or on a 1:1 basis. Our aim is to give our pupils the skills and strategies needed for life-long good mental health

6. 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
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- 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

7. 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 the school's safeguarding policy and pass on all concerns to the designated safeguarding lead. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff
- Any follow ups or actions

8. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question
- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding Policy will be followed.

9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

9. Supporting pupils

9.1 Baseline support for all pupils

- As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:
 - Raising awareness of mental health during assemblies, our Personal Social & Health Education (PSHE)/Relationships & Sex Education (RSE) curriculum, PSHE and mental health awareness week
 - Signposting all pupils to sources of online support on the school website
 - Having open discussions about mental health during lessons
 - Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health – at both schools a 'Worry Box' is available
 - Monitoring of all pupils' mental health through assessments e.g. pupil surveys
 - The Senior Leadership Team (SLT) will have a strategic oversight of our whole school approach to mental health and wellbeing
 - Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

- Worry boxes
- Circle time

9.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the class teacher may make a 'referral' to the Wellbeing Ambassador will take a graduated and case-by-case approach to making an assessment and providing tailored support. Whilst liaising with class teachers and SLT, the Wellbeing Ambassador will be responsible for:

- 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

9.3 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 includes spending time with the wellbeing ambassador and relevant interventions.

9.4 Making external referrals

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

A pupil could be referred to:

- GP or paediatrician
- Child & Adult Mental Health (CAMHS)
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

10. Supporting and collaborating with parents and carers

We will work with parents and 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 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 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 the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

11. Supporting peers

Watching a friend experience poor mental health can be extremely 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

12. Signposting

Sources of support will be displayed around the school and on the school website, so pupils and parents are aware of how they can get help.

Information is also shared with parents/carers via weduc.

13. Whole school approach to promoting mental health awareness

13.1 Mental health is taught in PSHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) and use the Twinkl scheme of work in lessons for PSHE/RSE.

Pupils will be taught to:

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

For more information, see our PSHE curriculum.

13.2 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 they think their mental health is deteriorating

14. Training

As part of our child protection and safeguarding commitment, 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

15. Monitoring arrangements

This policy will be reviewed by SLT annually. At every review, the policy will be approved by governing board.