



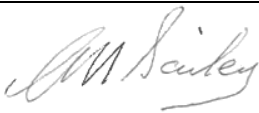
LIGHTHOUSE

SCHOOLS PARTNERSHIP

PUPIL MENTAL HEALTH AND WELLBEING

St Andrews CE Primary

Non-Statutory

Model Policy approved by Trust Executive Team	
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Document History

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2.0	Fran Martin Julie Mayo	July 25	Edited policy to be St Andrew's specific
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This policy applies to St Andrew's CE Primary

PUPIL MENTAL HEALTH AND WELLBEING

Non-Statutory

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1. Context and Aims

We recognise that children and young people’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. Some children have a diagnosable mental health need and this can have an enormous impact on quality of life, relationships and academic achievement. In some cases, it can have a life-long impact.

The Department for Education (DfE) recognizes that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

Our aim is to help develop the protective factors which enable all to flourish by building resilience to mental health problems. As a church school, with a “growing together” vision, we are a school where:

- All pupils are valued
- Our pupils have a sense of belonging and feel safe
- Our pupils feel able to talk openly with trusted adults about their concerns without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children’s wellbeing, we recognise the importance of promoting staff mental health and wellbeing. *(Please see the LSP Staff wellbeing policy for further information)*

At St Andrews, 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 nurturing approach to promoting positive mental health and wellbeing for all pupils across our school.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health difficulties
- How we identify and support pupils with mental health needs.
- Outline where parents/ staff and children can get further advice and support.

Across Lighthouse Schools Partnership (LSP), schools have been using a framework set out by Nurture UK to evaluate our school environments, policies and practices and draw up a plan to develop this work further. At St Andrew’s, we have worked with the children, parents and staff at our school to look at what nurture means to us and how we embed the six principles below into our school systems for the benefit of our children. The six principles of Nurture are:

1. Children’s learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture in the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children’s lives.

St Andrew’s is a Nurture UK accredited school.

This policy should be read alongside:

- LSP SEND policy
- Behaviour policy
- Child on Child Abuse policy
- Bereavement Policy
- Child protection and safeguarding policy
- Online Safety Policy
- Attendance 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](#)
- [Supporting Mental Health and Behaviour in Schools Nov 2018](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges \(2021\)](#)
- [Summary of responsibilities where a mental health issue is affecting attendance. DFE Feb 23](#)

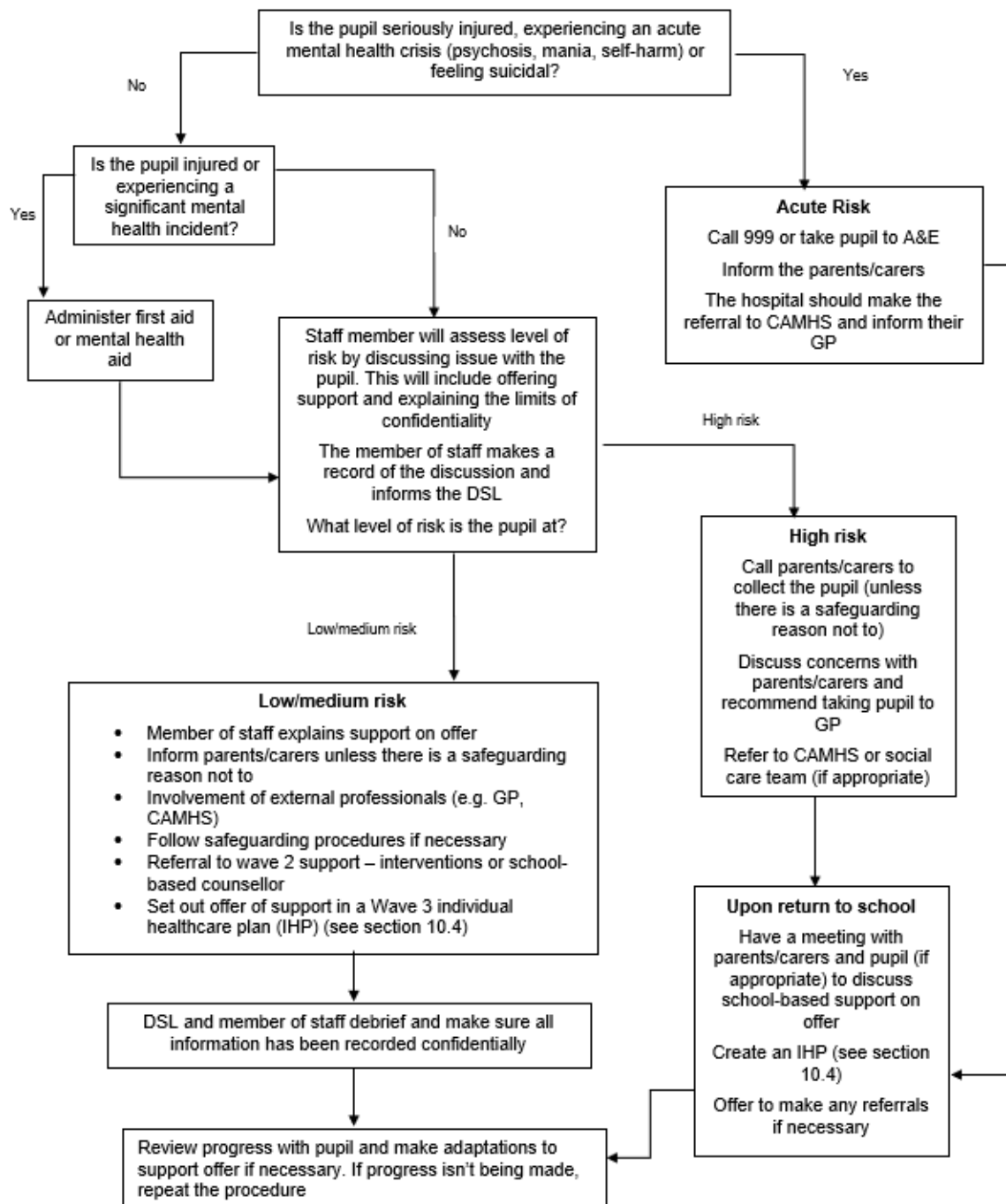
3. Roles and responsibilities

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 the Headteacher.

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

- Headteacher- Fran Martin
- Designated safeguarding lead (DSL)- Fran Martin
- Deputy Designated Safeguarding Lead - Julie Mayo
- Special educational needs co-ordinator (SENCO)-Katie White
- Mental health lead- Julie Mayo
- Attendance leads- Fran Martin / Julie Mayo
- Nurture Hub Lead - Laura Riley

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 the Designated Safeguarding Lead or Mental Health Lead. All disclosures are recorded and stored in CPOMS.

When making a record of a disclosure, staff should record on CPOMS under Mental Health and Wellbeing category and 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

7. Confidentiality

Staff will not promise a pupil that they **will keep a disclosure secret** - instead they will be open about the limits of confidentiality.

A disclosure cannot be kept secret because:

- 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
- 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

Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL/Pastoral Lead/ mental health lead. 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/carers will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

7.1 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/mental health lead.
4. Member of staff will attempt to get the pupil's consent to share - if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure on CPOMS and share the information with the chosen elected member of staff
6. The DSL/mental health lead **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

8. Supporting pupils

8.1 Baseline support for all pupils (Wave 1)

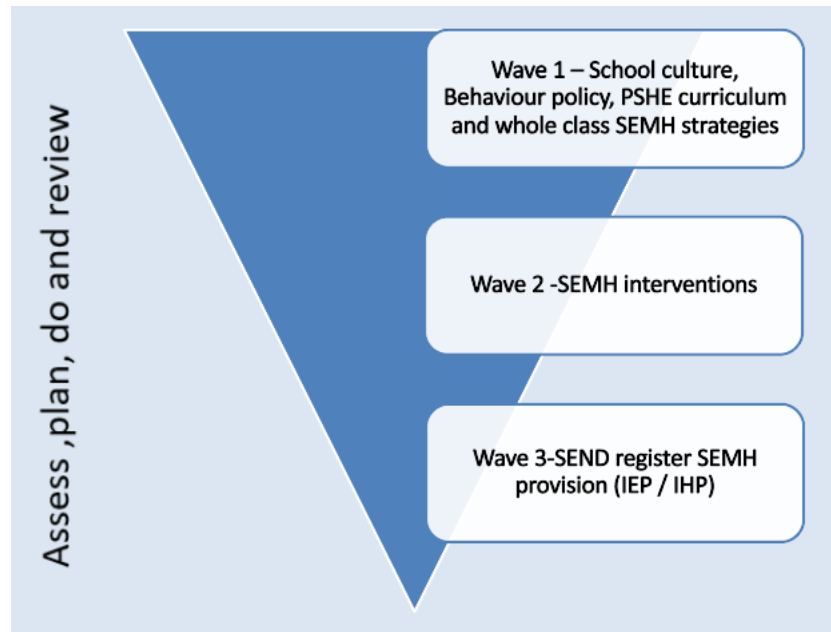
At St Andrew's we use the Boxall Profile to monitor and assess the SEMH needs of ALL children.

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers Wave 1 support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week
- Signposting all pupils/ parents/carers to support available in school newsletters.
- Range of opportunities for spiritual and mindfulness development
- Pastoral leader support at lunchtimes
- Positive Energetic Play Leaders/ Anti-bullying ambassadors to support pupils during unstructured times.
- Morning Meet and Greet to all children on playground as they come in.
- Soft starts offered where appropriate.
- Quiet playground area with calming activities for those who need it.
- Enhanced transition opportunities where needed.
- Zones of Regulation are available in each classroom and pupils receive training in how to use them.
- PSHE curriculum lessons
- Pupil voice is valued through the regular Tree House sessions.
- Forest School sessions take place throughout the year to support mental health.
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Visible consistencies and relentless routines ensure our classrooms are safe spaces.
- Young Carers Club takes place Termly.
- 'Permission to Play' day takes place annually.
- Self-regulation station containing fiddle toys to support focus and concentration.
- Worry box outside The Nest for sharing concerns
- Following the EBSA pathway where appropriate.e.g. <https://n-somerset.gov.uk/sites/default/files/2024-10/EBSA%20pathway%20guidance.pdf>
- **Senior Mental Health Lead attends North Somerset Mental Health Network Meetings to gain advice and support.**

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need through the Boxall Profile, the Nurture Team will follow the LSP Graduated response to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.



Our school will offer support in cycles of:

- Assessing what the pupil’s mental health needs through the Boxall Profile
- Creating a plan to provide support e.g through an intervention or where appropriate a bespoke individual plan.
- Taking the actions set out in the plan/ delivering the intervention
- Reviewing the effectiveness of the support offered.

8.3 Internal mental health interventions at Wave 2

Where appropriate, a pupil may be offered support that is tailored to their needs as part of the graduated approach detailed above at Wave 2 The support offered at our school includes:

List here any interventions you run internally to support pupils experiencing poor mental health, e.g.:

- Nurture group - The Haven
- Nurture UK Small Groups
- Elsa intervention (6 week)
- Lego Therapy
- Movement Breaks for specific pupils
- Reduced timetable
- Time-out pass
- The LSP Pastoral Support Plan (PSP)
- Early intervention support through the school’s EMHP if school has this service from their local authority.

8.4 Individualised support at Wave 3.

A pupil will be offered an individual healthcare plan (IHP) or additional mental health targets on an individual SEND plan (stored on Provision Map) if already in place if there is not a suitable Wave 2 Intervention, or where the Wave 2 intervention has not led to an improvement or where it is advised by an external professional that this is the best course of action.

IHPs or individual SEND plans are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals e.g. EMHP (education mental health practitioners provided by NHS/LA)

The pupil's IHP or Pupil Passport (see Provision Map) will contain the following details:

- The mental health issue
- The pupil's needs resulting from the condition
- Specific strategies to support the pupil's educational, social and emotional needs
- Risk Assessment will be a separate document to the plan (if needed)

The Pupil SEND Learning Plan will contain:

- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency
- When the plan will be reviewed and what success will look like.

[Proforma for IHP is required can be found clicking on this link \(see pg 4-5\)](#)

8.5 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
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services/ Therapists
- Early Help Via Front Door Service North Somerset.
- School Nurse
- Educational Psychology Services.

9. 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. 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
- For parents/carers of pupils attending The Haven or pupils receiving support from the Pastoral Lead in the Nest, regular communication will be provided.

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 CPOMS

If appropriate, an Individual Healthcare Plan (IHP) or individual SEND plan will be created in collaboration with parents/carers (see section 10.4).

10. 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

11. Signposting

Sources of support are displayed around our school (see Mental Health Display) and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Pastoral Support Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Newsletters share news of events/ support linked to mental health for parents. Pupils receive this information through collective worship, Treehouse Groups and PSHE curriculum.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught through our Personal Development Offer. [Click Here](#)

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are 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 Jigsaw. [Click Here](#)

12.2 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

13. 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
- Understand the importance of the 6 principles of Nurture.

14. 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 with a member of the Pastoral Team.
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme School Wellbeing

15. Monitoring arrangements

This policy will be reviewed whenever there are changes to the graduated response or DFE guidance updates. At every review, the policy will be approved by The Governing Body.