

Stoke Park Infant School

Pupil Wellbeing & Mental Health Policy 2025-2027



Approved by	FGB
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Responsible person	Headteacher
Committee responsible	FGB
Regularity of review	2 Yearly

Pupil Wellbeing & Mental Health Policy 2025-2027

At Stoke Park Infant School, we are committed to promoting positive mental health and emotional wellbeing to all children, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Stoke Park Infant School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies including:

- Behaviour
- Anti-Bullying
- Safeguarding
- Child Protection
- Attendance

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and children.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Provide the right support to children with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst children and raise awareness of resilience building techniques.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of children; however key members of staff have specific roles to play:

Designated Safeguarding Lead: Mrs Charles – Headteacher

Deputy Safeguarding Leads: Mrs Brennan (Deputy Head and SENDCo), Mrs Wilson (Resource Provision Manager), Miss Cossey (ELSA and Home-School Link Worker), Mrs Keogh (Business Manager), Mrs Rowland (Medical Lead and Admin Officer)

Senior Mental Health Leads – Mrs Charles and Mrs Brennan

NHS Mental Health Support Team (MHST) – Mental Health Support Practitioner – allocated by the NHS team

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the Designated Safeguarding Leads. If there is a concern that the child is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Teaching About Mental Health

The skills, knowledge and understanding our children need to keep themselves and others physically and mentally healthy and safe, are included as part of our PSHE curriculum. Additionally, we will use such lessons to provide children who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges. We also use the My Happy Mind approach to learning about our mental health, with individual journals for pupils to reflect on how they are feeling and approached to use when they feel that their mental health is suffering.

Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

Support at School

Children who are going through difficulties such as family illness, separation, bereavement, or other stressful situations may be supported by our ELSA. Some children may be referred to the school's allocated mental health practitioner to receive additional support.

Warning Signs

Staff may become aware of warning signs which indicate a child 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 the designated safeguarding leads/ named persons. 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour Avoiding PE or getting changed secretly
- Lateness Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

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 ensure timely and effective

identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working with Children's Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- Any support offered will take account of school policies regarding confidentiality;

Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental and use the TED technique to manage this. All disclosures will be recorded confidentially on CPOMs.

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the DSL. It is important to also safeguard staff emotional wellbeing. Safeguarding support between the named persons relieves the burden of concerns and also ensures continuity of care should staff absence occur. It also provides opportunities for ideas and support. Parents would be informed if concerns are raised about a child's mental health. If a child 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.

Whole school approach- Working with parents/carers

We are mindful that for a parent, hearing concerns about their child 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 process the situation. Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree are added to CPOM's.

Supporting Parents

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
- 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.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep pupils safe. There are two Senior Mental Health Leads in school who received training for this role – the SMHL are required to be part of the senior leadership team.

Staff Mental Health

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, workload pressure, poor working conditions. To every extent possible, we aim to recognize and address cases of workplace pressures that contribute to mental health issues.

We aim to:

- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.
- Create pleasant workplaces
- Encourage communication
- Offer safeguarding supervision and drop-ins for all staff on a regular basis

Policy Review This policy will be reviewed every two years as a minimum

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