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SCOTTS PRIMARY SCHOOL

	Name of School	Scotts Primary School
	Policy review Date	September 2025
	Date of next Review	September 2027
	Who reviewed this policy?	Ryan Kinnear
	Date approved by Governing body	September 2025
	Headteacher	Ryan Kinnear
	Chair of Governors	Tracey Walker
	Mental Health governor	Lindsey Griffin
	Senior Mental Health Lead	Jenny Taylor

Scotts Primary School Mental Health Policy

Rationale

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for our children and staff affected both directly, and indirectly by mental ill health.

Statement

At Scotts Primary School we know the importance of all members of our community being healthy in both body and mind. The world in which we live can be an uncertain and constantly changing place and we must pull together to support one-another.

As such we have- and will continue to- invest a lot of time and resources into promoting mental wellbeing within school. We are proud to be a mentally healthy school and are working collaboratively with both staff in school and with external agencies to ensure that we are able to offer support to those who need it.

There will always be challenges that arise for children and adults that can affect their ability to be happy and successful and we are very proud of the supportive team that we have developed who are on hand to support during these times.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors and aims to support the mental health and well-being of children and adults in school.

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This policy will link to other school policies and should be read in conjunction with the following:

- Safeguarding
- Child Protection
- Supporting Pupils with Medical Conditions Policy
- RHSE
- SEND policy and information report

Aims

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils experiencing mental ill health and their peers and parents/carers
- Provide support to staff experiencing mental ill health

Lead members of staff

Whilst all staff have a responsibility to promote the mental health of pupils and staff, staff with a specific, relevant remit include:

Mrs J Taylor - Senior Mental Health Lead, SENDCo and Deputy Headteacher (SLT)

Mrs S Sfaltos - School Counsellor

Mrs J Monk - ELSA

Mrs M Walsh - ELSA

Mrs L Griffin - Governor

Teacher representatives

Support staff representatives

Teaching about mental health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. We will also have additional focus during themed days such as Children's Mental Health Week, World Mental Health Day and our termly Good to be Different days.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix C.

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Staff training around mental health and well-being and keeping children safe is an integral part of our CPD programme. Targeted training and support is also in place to meet individual needs. We utilise the expertise that we have in school to train staff as well as selecting high quality training and support from reputable external agencies.

- Identification and signposting for pupils starts with the class teacher/support staff in the child's class. This can be staff identifying a need or through parents raising concerns with a member of staff.
- Staff will implement effective strategies within the classroom where possible and communicate their success with parents/carers.
- Staff or parents can make a referral to the rainbow room for additional targeted support. Referrals are reviewed by the pastoral team and where appropriate, weekly support will be put in place by our school counsellor or ELSA's. An assessment is made at this time. Additional recommendations may be made, such as Rainbow Champion support, mindfulness club, parent workshops and CAMHS support.
- Parents/carers may be signposted to additional support, some of which are visible on our school website. The school may recommend additional referrals to support the family, such as Early Help.
- After support from the pastoral team and an additional assessment is made at the end of a set of sessions, further support may be required from external agencies or specialist services. E.g. Educational Psychologist, bereavement services.

Warning signs

See appendix B.

In school support for pupils

In the Classroom

We ensure that school rules are established early for the safety and well-being of everyone.

- "Good to be Green" behaviour system to celebrate positive behaviour and support children in regulating whether they are being the best versions of themselves.
- Teachers and Teaching Assistants work hard to build strong relationships with the children to ensure that children feel happy to share their concerns.
- Worry Boxes in which children can post their worries in the knowledge that a member of staff will always check in with them.
- PSHE lessons
- Celebratory days (e.g. Good to be Different Day) where children are encouraged to recognise and understand our differences.

On the Playground

All of our midday staff have received training around safeguarding and supporting effective play.

Some of our team have received specialist training to meet specific needs of children within our school, including administering emergency medication and autism awareness.

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Over the Rainbow Club

A member of the Rainbow Team leads a daily lunchtime club with the Rainbow Champions, where invited children are able to come to the infant library to have some quiet time to be away from the playground and engage in quiet games, colouring, stories and drawing. They will be able to talk to them and our Rainbow Champions about any concerns they have and enjoy some mindfulness activities for when they are finding the playground overwhelming.

The Rainbow Room

The Rainbow Room is a calm and safe space within our school that is accessible for all children when they need somewhere to escape the stresses of daily life. We have access to resources within this room that can support children when they are finding it hard to explain how they are feeling or to cope with overwhelming emotions. We aim to support children in managing and resolving issues before they grow or develop into bigger issues.

Our Rainbow Team

Our Rainbow Room is used to provide specialised support from either our school Counsellor or by our ELSAs.

We have a qualified and experienced counsellor who is well equipped to tailor support for the individual children she supports. This may be a one- off session or a series of sessions.

The aim of her support is to equip children with the skills they need to cope with and manage their emotions in the future.

Our trained Emotional Literacy Support Assistants (ELSAs) work with either small groups of children or individuals to support them in developing their emotional literacy. This means understanding and implementing strategies to improve the way that they think and feel, usually in relation to themselves.

Areas that our ELSAs can support can include:

- Recognising emotions
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement.

Rainbow Champions

This is a group of children who are mental health ambassadors and have been recognised as being good friends to all. These children are known in school as our Rainbow Champions and can be recognised by their rainbow high vis jackets!

They work as a team to help their peers in resolving issues and meet on a half termly basis with our school counsellor to take part in training activities.

In school support for staff

Well-being Charter

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As a school, we have joined the Education Staff Wellbeing Charter (DfE, 2022), part of our commitment to supporting all of our staff with their well-being. In joining, we commit to:

1. Prioritise staff mental health
2. Give staff the support they need to take responsibility for their own and other people's wellbeing.
3. Give managers access to the tools and resources they need to support the wellbeing of those they line manage.
4. Establish a clear communications policy.
5. Give staff a voice in decision-making.
6. Drive down unnecessary workload
7. Champion flexible working and diversity.
8. Create a good behaviour culture.
9. Support staff to progress in their careers.
10. Include a sub-strategy for protecting leader wellbeing and mental health.
11. Hold ourselves accountable, including by measuring staff wellbeing.

Staff well-being representatives

We have two named staff well-being representatives in school. They have received mental health CPD to support them in their role, which aims to give staff a voice in promoting positive well-being at Scotts.

External agencies

We buy into the Employee Assistance Program, to support staff.

EAP services <https://www.healthassured.org/employee-assistance-programmes/>

Supporting mental health for staff

We have a number of strategies in place to support staff that are constantly evolving and being reviewed. Some key elements are:

- Flexible PPA
- Well-being days
- Wellbeing target on PDRs
- Open door policy
- Staff CPD on mental health
- Thrive app available for all staff
- Wellbeing tab on our virtual staffroom with clear signposting. E.g. Mind website and Education Support.
- Wellbeing surveys
- Termly review of unnecessary workload (via staff survey and within SLT)
- Named well-being governor

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. All safeguarding procedures must be followed, using the procedures and processes from our

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safeguarding and child protection training and outlined in our safeguarding and child protection policies.

All disclosures should be documented on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

Working with parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

When it has been identified that a child needs additional support for their mental health and emotional well-being, parents will be contacted, either on the telephone or face to face. This will usually be the class teacher in the first instance and a member of the pastoral team when support has been put in place.



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We must have signed permission before counselling or ELSA sessions can start and an assessment made. Therefore clear communication with parents is fundamental in this support. Follow up conversations will happen to communicate the child's progress in these sessions, without breaching the child's confidentiality.

Policy review

Every two years, led by the Senior Mental Health Lead with the pastoral team, SLT and governors.

Other linked policies

- Equality policy
- Behaviour policy
- H&S policy
- SEN policy
- HES HR Suicide Awareness Guidance
- HES HR Response to Addictions Guidance



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Appendices

A. Teacher referral form for the Rainbow Room

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TEACHER REFERRAL FORM



Date:_____ Teacher Name:_____

Child's Name:_____ Class:_____

Strategies tried in class before referral was made:

Reason for wanting a referral:

Aggression		Family concerns		Social Skills/Friends	
Anger		Fears/Anxiety		Withdrawn	
Bullying/Bullied		Loss/Death		Tearful	
Divorce		Self-Esteem issues		Acting out	

Details (be specific about your primary concerns)

Approved by _____

B. Pre-pathway behaviours

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Pre-Pathway Behaviours



A guide to what behaviours suggest a referral to the Rainbow Team.

Aggression	Family Concerns	Self-esteem	Other
• Easily agitated • Speaking in unfriendly tone/ shouting • Outbursts • Increase in playground disputes • Saying unkind/ spiteful things • Over the top reactions • Change in friendships • Physically hurting others (pay attention to who is being hurt). • Clenched fists	• Change in cleanliness • Smell • Hygiene • Uniform • Child disclosure • Separation • Conversation with parents • Parenting mental health • Referral from outside agencies (MASH, police). • Withdrawn	• Very self-critical • Perfectionism • Lack of resilience in work • Talk about self badly • Shares views of what others think negatively • Eating habits change • Hiding • Extreme shyness	Any other change in behaviour that is noticeable.
Bullying/ being bullied • Observed bullying • Other children reporting bullying. • Change in behaviour - avoiding playground, fearful, withdrawn, sad, toileting.	Fears/ Anxiety • Toileting • Avoiding • Expressing fear • Talking about worries • Not sleeping (reported from parents) • Edgy / flinch/ jumpy • Tearful	Social skills • Trouble making or maintaining friends • Lack of understanding of the world • Trouble with communication • Empathy	
Divorce Discussion with parents or children.	Loss/ death Discussion with parents or children.	Withdrawn • Loss of interest in things that were previously enjoyed • Emotional • Lethargic • Quiet	

C. Mental health pathway at Scotts

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