

Promoting and Supporting Mental Health and Wellbeing Policy

Althorpe and Keadby Primary School 2025 – 2026



Mental Health Lead	Laura Fox
Governor with responsibility for mental health and wellbeing	Patricia Murphy
Policy Date	September 2025
Policy approved by Governors	
Policy review date	
Monitoring and Evaluation This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the Leadership Team, Mental Health Lead, Staff Wellbeing Team and Governors and is reported to the Full Governing Body. This policy will be reviewed every three years or sooner if deemed necessary.	

CONTENTS:

1. Introduction
2. A whole school approach to promoting positive mental health and wellbeing
3. Policy aims
4. Roles and responsibilities
5. Staff training
6. Prevention
7. Identifying need
8. Mental health disclosure or concerns being raised
9. Targeted support
10. Assessment
11. Pupil mental health and wellbeing
12. Working with parents and carers
13. Staff mental health and wellbeing

APPENDIX 1:

Statement of Intent for Althorpe and Keadby Primary.

APPENDIX 2:

DFE: Physical Health & Mental Wellbeing curriculum (updated September 2021)

Primary

Secondary

APPENDIX 3:

Information and support links

1. INTRODUCTION

At Althorpe and Keadby Primary, we are fully committed to safeguarding and promoting the mental health and wellbeing of all our pupils and staff. We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient and to prevent problems before they arise.

We recognise that early identification is key to preventing problems becoming worse. At our school we know that everyone experiences life-challenges that can make us vulnerable and that, at times, anyone may need additional emotional support. Furthermore, in students, it can create a barrier to learning that can affect their academic performance.

The Department for Education (DfE) recognises that: *‘in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy’.*

We take the view that positive mental health is everybody’s responsibility and that we all have a role to play. Within our school, we aim to promote positive mental health for every child, parent, carer and for all our staff.

We pursue this aim by using both universal, whole school approaches and specialised targeted interventions, aimed at identified vulnerable pupils and families and we recognise how important mental health and emotional wellbeing is to our lives.

Definition of Mental Health and Well-Being

Mental health is defined for the purposes of this policy as:

“a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organisation, August 2014)

At Althorpe and Keadby Primary, we believe that taking a coordinated and evidence-informed whole school approach to mental health in our school will lead to improved student wellbeing, which, in turn, will improve learning and outcomes for our pupils, supporting the Promoting and Supporting Mental Health and Wellbeing document:

[Public Health England](#) and [Department for Education](#)

Published 20 March 2015

Last updated 21 September 2021

2. A WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE MENTAL HEALTH and WELLBEING

At Althorpe and Keadby Primary, we take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy, be successful and prevent problems before they arise.

The **8 principles** of the **Whole School Approach** are:

1. **Leadership and Management** that supports and champions efforts to promote emotional health and wellbeing
2. **Ethos and Environment** that promotes respect and values diversity
3. **Curriculum, Teaching and Learning** to promote resilience and support social and emotional learning
4. Enabling **Student Voice** to influence decisions
5. **Staff Development** to support their own wellbeing and that of students
6. **Identifying need and monitoring impact** of interventions
7. **Working with parents/carers**
8. **Targeted support** and appropriate referral



Links to other Policies

This policy describes the school's whole school approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors as well as parents. It should be read in conjunction with our policies on **Safeguarding, Inclusion, Looked After Students, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy and Attendance.**

3. POLICY AIMS

Our aim is to develop the protective factors which build resilience to mental health problems. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues through the promotion of mental health and be a school community where we promote a mentally healthy environment through:

- Promoting positive mental health and emotional wellbeing, without stigma, for all staff and pupils, our curriculum, assemblies, themed weeks, newsletters, pastoral support, school website, school social media, mindfulness & intervention groups.
- Ensuring that all pupils, staff and members of the wider school community are valued.
- Ensuring that the school's leadership team raise awareness amongst staff that staff may have personal mental health issues.
- Ensuring that staff are supported in relation to looking after their own wellbeing; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting.
- Enabling staff to identify and respond to early warning signs of mental ill health in pupils.
- Enabling staff to understand how and when to access support when working with young people with mental health issues.
- Ensuring that pupils have a sense of belonging and feel safe ; establishing and maintaining an environment where students feel secure, are encouraged to talk and are listened to.
- Creating a positive ethos and environment where pupils feel able to talk openly with trusted adults about their problems without feeling any stigma and that students have a trusted adult whom they can approach if they are worried.
- Ensuring that positive mental health is promoted and valued , including opportunities in the PSHE curriculum.
- Ensuring that bullying is not tolerated and supporting students through anti-bullying initiatives and the school's curriculum.
- Promoting our school values and British values and encouraging a sense of belonging.
- Promoting pupil voice through the school council and within the classroom.
- Celebrating academic and non-academic achievements in class and in assemblies
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Ensuring early identification of students who have mental health needs and planning support to meet their needs, including working with specialist services.
- Providing and signposting to appropriate support that meets the individual's needs.
- Using pupil, staff and parent/carer surveys to identify any areas that need support.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Implementing strong transition for secondary school and moving up into the new year group with additional sessions offered for those students needing additional support.

4. ROLES AND RESPONSIBILITIES

We believe that all staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health. Some students will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. Through training, all staff understand about possible risk factors that might make some students more likely to experience problems; such as physical long-term illness, changes in their lives, having a parent who has a mental health problem, bereavement and loss, including loss of friendships, family breakdown and bullying. They

also understand the factors that protect students from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

5. STAFF TRAINING

Whole school approach

All staff will receive regular safeguarding training.

With regards to mental health and wellbeing, as a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection and safeguarding training to enable them to keep students safe. At the beginning of each academic year, the Mental Health Lead meets with staff to provide updates on national mental health developments and how this relates to the school's context. Following on from this, policies are shared with staff.

A nominated member of staff is accessing professional Mental Health Lead training funded by the DFE: Creative Education.

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 to developing situations with one or more young people.

6. PREVENTION

Within Althorpe and Keadby Primary, we recognise that early identification is key to supporting with the prevention of mental health and wellbeing problems developing.

The school has a provision map that all staff have access to; this is updated as an ongoing process.

- Add picture of provision map

7. IDENTIFYING NEED

Staff are aware that they are not expected or trained to diagnose mental health conditions but may notice behaviours that may be of concern. Staff recognise that every child is different and therefore, a child or staff member can experience a variety of symptoms. Additionally, it is their responsibility to act and inform the appropriate member of staff. Staff may become aware of warning signs that may indicate that a pupil 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 communicate their concerns, as appropriate.

Through the use of CPOMs, all staff will monitor pupils and report any noticeable changes to:

- Attendance or Punctuality

- Relationships (with family, peers, staff)
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Staff will be aware to look out for the following possible warning signs:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood (emotional, fearful, low self-esteem)
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Self-harm
- Repeated physical pain or nausea with no evident cause
- Behaviour (Aggressive or oppositional; habitual body rocking).
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

8. MENTAL HEALTH DISCLOSURE OR CONCERN BEING RAISED

All concerns or disclosures should be recorded on the school's electronic system CPOMS, the record should include:

- Date
- The name of the member of staff who is raising the concern or the member of staff to whom the disclosure was made
- Main points of concern or main points of the disclosure

Agreed next steps

This information should be shared with the appropriate staff member who will offer support and advice about next steps.

If the child has made a disclosure and is at immediate risk of harm DO NOT LEAVE THEM and ask someone to inform the Designated Safeguarding Lead or Deputy immediately.

Staff will then need to follow the school's safeguarding procedure.

If a child chooses to disclose concerns about their own mental health, or that of a friend, to a member of staff, the staff member's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety.

Do not promise confidentiality - it could be a child protection matter. Enable the young person to get help work through the avenues of support. Explain that you would like to share their thoughts with someone else so that they can get the best help.

Listen non-judgmentally. Give them time to talk and gain their confidence to take the issue to someone who could help further.

Assess the risk of harm to self or others and try to reduce any risk that is present.

Non-Verbal Disclosures by Pupils

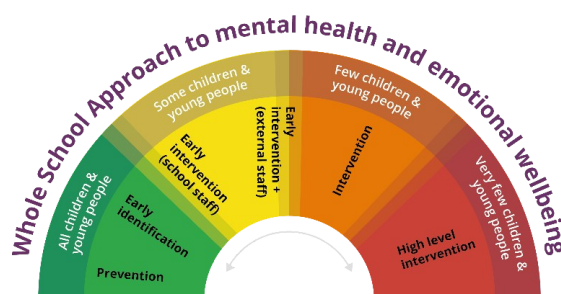
Staff may also recognise persistent and unusual non-verbal disclosures in behaviours and that behaviour may be the result of an unmet need or message.

9. TARGETED SUPPORT

Within Althorpe and Keadby Primary, we recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals; the academy is supported by a Mental Health support Team – With Me in Mind. Some students will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

The school has a comprehensive pastoral package in place to support students and staff with their emotional and mental wellbeing. The school has universal, whole school approaches, targeted approaches and specialised approaches for more complex or long-term difficulties. The school sees every child as unique and therefore treats each case individually and inclusively. The school recognises that there is not a one-size-fits-all approach. The package of support offered will be tailored to the child's specific needs and will include consultation with the child, parents/carers, class teacher / pastoral staff and any other professionals involved in supporting the child. This is done to ensure that the right support is in place for the child at the right time.

The appropriate intervention and support provided will be decided in consultation with key members of staff, parents and pupils.



Green = Prevention and early identification. This level is for all students and young people and represents the basic level of mental health awareness and support strategies that all students and young people need for positive emotional wellbeing.

Yellow = Early Intervention. At this level of need students/young people will be showing early signs of distress that may be the start of an emerging mental health issue. Short-term interventions that build coping strategies are given to prevent these issues from developing – small changes to prevent bigger challenges.

Orange = Intervention. At this level students and young people will need more specific support as their mental health problem will be more developed and significantly impacting their day-to-day life. There may also be other complexities such as trauma or neurodevelopmental conditions. Interventions are chosen to suit the needs of each child/young person and will vary in modality, and intensity.

Red = High Level Intervention. At this level students and young people will need high-level support for mental health conditions that require support. Students may be at crisis point, require medication, or several different types of specialist support.

10. ASSESSMENT

The school will make use of a range of assessment resources, as appropriate.

11. PUPIL MENTAL HEALTH and WELLBEING

Teaching about mental health, the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

As a school, we use a scheme of work to ensure coverage of the national curriculum; this is taught discretely in weekly lessons, as well as in a cross-curricular manner, where appropriate, including opportunities during assemblies, themed weeks etc.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the national curriculum DFE Guidance (updated September 2021) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. PSHE is currently a non-statutory subject however, **Relationships (Primary) and Relationships Sex Education (Secondary) and Health Education** are statutory elements of the curriculum, and core elements within the PSHE curriculum are statutory for years 1 - 11. The introduction of RSHE as a subject became compulsory in Sept 2020 (see Appendix 1).

Supporting pupils with positive mental health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems and we have developed a range of strategies and approaches that may include;

- Pupil-led Activities
- Themed days/ weeks and assemblies to raise awareness of mental health
- Transition Support
- Support for vulnerable students, for example, Speech and Language (SALT)
- Transition meetings with parent/carers, pupils and relevant staff
- Extra personalised transition for vulnerable students
- Key Adults may support secondary school visits with vulnerable pupils
- Mindfulness and breathing/meditation in class

- Assembly themes
- Using the power of reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school Small Group Activities
- Small friendship, social skills groups
- Pastoral support
- Teaching about Mental Health and Emotional Well-being in PSHE lessons.

Involving Pupils

- We seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and suggestion boxes.
- The role of Wellbeing Ambassadors is embedded within the school
- During wellbeing weeks, students are involved in the development of displays.

12. WORKING WITH PARENTS AND CARERS

Promoting Mental Health

We recognise that the family play a key role in influencing students 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, Twitter, Seesaw and Parent Text 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 appropriately trained health or education practitioners.
- 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 childcare. We recognise this might involve liaison with family support agencies.

To support parents and carers:

- we signpost parents/ carers to a range of mental health workshops; this includes topics such as anxiety, stress management and sleep.
- we provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- We have an open-door policy
- We support parents and carers with students with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern for wellbeing and mental health has been raised the school will:

- Arrange a 'Team Around a Child' meeting with parents and carers
- 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.

- discuss the most appropriate way forward ie school intervention, parent support and/or signposting or involvement of other services
- ensure that a record of the meeting and points discussed/agree are added to the pupil's record and an individual care plan created if appropriate.
- parents and carers may be involved in their child's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- signpost and offer information to take away and places to seek further information
- keep parents and carers up to date and fully informed of decisions about the support, interventions, progress and outcomes.
- parents and carers will always be informed if their child is at risk of danger.

13. STAFF MENTAL HEALTH and WELLBEING

Within Althorpe and Keadby Primary, we recognise, prioritise and promote staff health and emotional wellbeing as an integral part of the whole school approach to mental health and wellbeing.

Therefore, training and signposting to materials about mental health and emotional wellbeing will be made available for all staff.

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 and wellbeing, such as:

- Systems in place in school to ease workload
- Supervision
- Staff also have access to a confidential counselling service, (if needed.)
- After school meetings (on mental health / behaviour / mindfulness)
- Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both felt it is necessary
- An open-door policy to senior leadership is always made available if staff want to speak to someone.
- A supportive governing body.

Involving Staff

- we seek staff views and feedback about our approach in staff meetings.

Our policy is underpinned by the Government's Guidance contained within the: 'Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges' document;

'Making a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.

The [guidance outlining a whole school or college approach](#) describes the areas to consider to enable good mental health and wellbeing practice:

APPENDIX 1:

Althorpe and Keadby Primary Statement of Intent

APPENDIX 2

DFE: Physical Health & Mental Wellbeing curriculum (updated September 2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

PRIMARY

By the end of Key Stage 2, our curriculum will ensure that the following is taught:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect students and that it is very important for students to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

DFE: Physical Health & Mental Wellbeing (updated September 2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>