

Park End Primary School



Approved By: **D Jackson**

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Pupil mental health and wellbeing policy

Review Date	Type of Review	Comments	Initials
May 2019	New		KR
June 2021	Review		KR
Oct 2024	Review	Change in title, update of contents	KR
June 2025	Review	Formatting changes	KR
Dec 2025	Addition	Tiered response update	BR
June 2026	Review & legislation update	White Paper Legislation added	BR

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Aims

At Park End Primary School, 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 approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

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](#)
- Reforming the Mental Health Act – White Paper 2021

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 Designated Mental Health Lead (DMHL)/Special Educational Needs and Disabilities Coordinator (SENDCo) or Deputy Designated Mental Health Lead (DDMHL).

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff make up part of the school's Inclusion Team and include:

- Designated Mental Health Lead (DMHL) / SENDCo
- Deputy Designated Mental Health Lead (DDMHL)
- Assistant SENDCo
- Designated safeguarding lead (DSL) / Attendance Lead
- Safeguarding and Pastoral Officer
- Staff Mental Health Lead

The role of the **Designated Mental Health Lead (DMHL)**

- To oversee the strategic whole school plan for mental health and well-being in school for pupils and staff
- To ensure the school has support from appropriate external services
- To coordinate support for children at the most complex level of need
- To oversee referrals and coordinate provision
- To oversee records of pupils who receive support
- To keep the Head Teacher informed of all relevant matters

The role of the **Deputy Designated Mental Health Lead (DMHL)**

- To support the DMHL in their role and support strategic plan
- To keep the DMHL informed of all relevant matters
- To lead on the whole school approach towards mental health and well-being
- To implement the tiered response to mental health at Park End Primary
- To hold regular Mental Health Huddles where children are discussed and support is signposted
- To support staff as required
- To liaise with outside agencies
- To liaise with parents and carers
- To contribute to the training of staff
- To review curriculum policies in order to gain an overview of SEMH practice and provision across the curriculum
- To organise visitors, assemblies and experiences which contribute to the whole school approach towards mental health and well-being

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

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 DSL/Deputy DSL. All disclosures are recorded and stored confidentially.

Please refer to the school's safeguarding policy.

Supporting pupils

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

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through the inclusion team
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time

If a pupil is identified as having a mental health need, the Deputy DMHL will discuss the pupil within the regular Mental Health Huddles and develop a case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above.

Our school will offer support in cycles of:

- 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

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

- Drop in sessions
- Well-being clubs
- Reduced timetable

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
- CAMHS

- Mental health charities (e.g. Samaritans, Mind, Young Minds, Inside Out)
- Local counselling services

See appendix 1 for our Mental Health and Emotional well-being tiered response.

Whole school approach to promoting mental health awareness

Mental health is taught in PSHE

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 and policy.

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

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, 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/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
- Involving parents in reviews with external agencies who support their children

Signposting

Sources of support are on our school website, so pupils and parents/carers are aware of how they can get help.

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

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

Appendix 1- Tiered Response to Mental health and Emotional wellbeing

Park End Primary School
Tiered response to Mental Health support



Tier 6: risk support

CAMHS crisis team

Tier 5: getting more help

High intensity support: counselling with Steffi,
generic CAMHS for specialist
intervention:

Tier 4: getting help

1:1 Low level intervention with mental health practitioner, referral to
external service
Headlight, Inside Out therapy, My Sister's place etc

Tier 3: getting support

Whole family approach or low level group work
Invest in Play, parent led therapy, small group interventions, Hope Foundation

Tier 2: getting advice

Mental health huddle held fortnightly or contact SPOC @ CAMHS
DMHL chairs meeting, staff share concerns, EMHP advises on appropriate support

Tier 1: whole school approach

Instant, daily response by staff in school.
PSHE curriculum, assemblies, Headstart workshops, clubs, mental health discussions, reading materials., Eco-shop etc