High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Mental Health and Wellbeing Policy

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

Approved	Summer 2026
Next review	Summer 2027

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1. Policy Statement

At schools within the High Rocks Federation we are committed to promoting positive mental health and emotional well being to all pupils, their families and members of staff.

Our culture and curriculum demands that pupil voice is heard and through effective policy and procedures we ensure a safe and supportive environment for everyone – both directly and indirectly – to those who are affected by mental health issues.

Happiness underpins our vision and ethos and we firmly believe that this, along with quality first teaching and learning, is the bedrock that drives our success.

The World Health Organisation (2014) states that, "Mental health is a state of well being in which every individual realises his/ her own potential, can cope with the normal stresses of life, can work productively ad fruitfully, and is able to make a contribution to her/ his community."

The DfE also recognises that, 'in order to help their children succeed: schools have a role to play in supporting them to become resilient and mentally healthy."

Finally, the Ofsted Inspection Framework (2023) expects schools to be responsible for "developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy".

2. Scope

This is a guide for staff, parents and governors and explains our approach to promoting mental health and emotional well being. It should be read in conjunction with these school policies:

- Child Protection and Safeguarding
- SEND
- Curriculum policies

3. Aims

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. It is everyone's responsibility to have a role to play in supporting each other. Our aims are to:

- Help children to understand and regulate their emotions in order to recognise the value of all emotions and respond appropriately to them (Zones of regulation).
- Promote positive mental health and emotional well being in all staff and pupils.

- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support or signpost to the right support for pupils with mental health issues.
- Signpost parents and carers to the right support.
- Develop resilience and a growth mindset across the school through discreet teaching of character building.
- Instil a culture of pupil and staff welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.
- All staff and pupils feel valued and supported, in line with our school vision.

4. Key Responsibilities

This policy aims to ensure all staff take responsibility to promote the mental health od pupils and themselves, however, key members of staff have specific roles to play:

- PSHE and Well Being Lead
- SENCO
- Designated Safeguarding Lead
- Family Liaison Officer

In our school we have a designated Well Being Team who meet regularly to discuss various issues and strategies. This ensures that emotional well being and mental health are a school priority.

If a member of staff is concerned about a pupil's mental health or well being, in the first instance they should speak to a member of the Designating Safeguarding Team. Concerns are then triaged and suitable interventions follow.

5. Level 1: Universal Support for pupils

The skills, knowledge and understanding our students need to keep themselves – and others – physically and mentally healthy and safe are included as part of our curriculum, specifically PSHE.

PSHE Curriculum

Schools within the Federation use schemes of work support our planning, incorporating this into our curriculum at all stages, to promote pupil well being through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

At Broadwater Down, SCARF Life Education is used. At Langton Green, the PSHE Association is used.

Zones of regulation

The Zones of Regulation are a self regulation system that is defined as the best state of alertness of both the body and our emotions for the specific situation. Please see website for more details.

Other whole school approaches to promoting well being and mental health may include:

- Assemblies
- Junior Leadership Team
- Junior Wellbeing Team
- School Council
- Curriculum policies
- Weekly growth mindset sessions
- Worry boxes or "I wish my teacher knew" boxes in class
- Annual well being surveys
- Recognition boards
- Positive behaviour management based on emotion coaching – see Behaviour for Learning Policy
- Play leaders

6. Level 2: Specialised, targeted support

We recognise that for some children, they 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 abuse.

We work closely with outside professionals and on-site specialists, including:

- ELSA and other members of the in-school well-being team
- External therapists
- Educational psychologists
- 1:1 talk time with a trusted adult in school
- Specialist teaching service
- School nurse teams
- Paediatricians
- Young Carers
- Project Salus
- Slide Away
- Mayor's Toy Appeal
- Primary Focus
- Nurture UK
- CHUMS
- Olive Academy Outreach

- Kind Minds For Kids
- Play therapists

We work closely with these professionals and follow specialist advice so that issues can be identified early, determining potential risks and providing early intervention to prevent issues escalating.

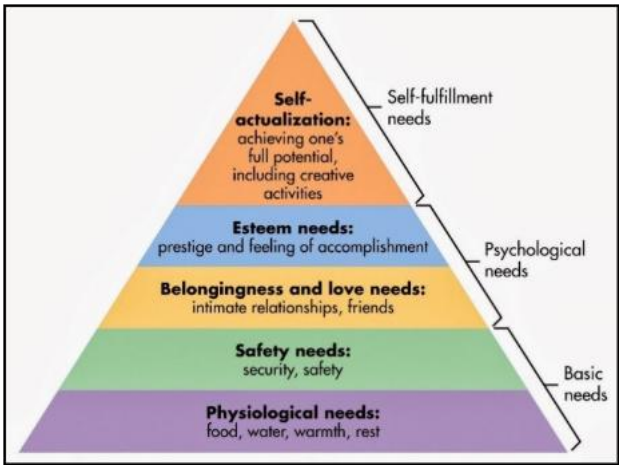
7. Level 3: Immediate Intervention

If a child needs this level of support (either directly at this level or as the result of previous, lower level interventions), the following could be appropriate:

- CAMHS assessment for 1:1 and/ or family support/ treatment
- Referral to Children's Services

8. Indicators of concern

We know that Maslow's theory is closely linked with mental health. His theory is often depicted as a pyramid that places physiological needs (such as food, water and air) at the base, followed by safety, belonging, and esteem needs moving up the pyramid (Kenrick et al. 2010).



At the top of Maslow's pyramid is the need for self-actualization, described as the desire "to become everything that one is capable of becoming" (Maslow 1943). This is closely linked with good mental health, which is for people to "strive to reach their full potential".

We have used this theory, along with other advice to determine our indicators of concern that we used to assess a pupil's wellbeing needs:

- SDQ (Strengths and Difficulties Questionnaire) results

- Leuven's Scale scores
- Teacher observation
- CPOMS entries – weekly safeguarding meetings
- Change in eating and sleeping habits
- Change in behaviour/ mood
- Lowering of academic achievement
- Expressing feelings of failure/ uselessness/ loss of hope
- Exclusion
- PPC meeting discussion
- Disclosure made by child/ parent
- Worry box entry
- Attendance issues
- Recent bereavement
- Operation Encompass alert
- Health Indicators
- Relationships with others
- Boxall Profile

Any intervention will be closely monitored and its impact measured, and if needed a different kind of support will be provided. The class teacher will be kept informed of the interventions taking place, in order to best support the child back in class. CPOMS will be used to record meetings.

9. SEND and Mental Health

Persistent mental health issues may lead to children having significantly greater difficulty in learning than the majority of those of the same age.

Children identified with having SEND have a much higher chance of developing mental health difficulties. In some cases, the child may benefit from being identified as having SEND (Special Educational Need or Disability).

10. Confidentiality

If a member of staff feels it necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will always be first discussed with the pupil. We will tell them:

- who we are going to tell
- why we need to tell them
- what we are going to tell them
- when we are going to tell them

Ideally, consent should be gained from the pupil, however, there may be instances when information must be shared. Parents must always be informed, other than, in the unlikely event that doing so will put the welfare of the child/ren at risk of harm.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, our child protection procedures should be followed. Please see our Child Protection and Safeguarding Policy.

11. Involving Parents and Carers

We recognise the important role that parents and carers have in promoting and supporting the mental health and well being of their children, and in particular supporting children who do have mental health needs. Parent meetings include discussion on the importance of positive mental health for learning.

In order to support parents, we will:

- Highlight sources of information (such as this policy) and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our Mental Health and Emotional Well Being Policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children though our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and RSHE.

We are also 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.

12. Training

We want all staff to feel confident in their knowledge of mental health and well being and to be able to promote positive mental health and well being, identify mental health needs early in children and know what to do and where to get help.

As a minimum all staff will receive regular training about recognising and responding to mental health issues as part of the regular child protection training in order to enable them to keep pupils safe. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

13. Review

This policy will be reviewed every two years as a minimum. In between updates, the policy will be updated when necessary to reflect local and national changes.