



## **Glenfall Community Primary School**

### **Mental Health & Wellbeing Policy**

#### **Children & Staff**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Anti-Bullying Policy
- Staff Wellbeing Policy

Policy review:

|                     |                                 |
|---------------------|---------------------------------|
| Staff reviewer      | Amanda Newdeck<br>Louise Seeley |
| Governor reviewer   | All Governors                   |
| Policy approval     |                                 |
| Date approved       | May 2026                        |
| Every 3 years       | Every 3 years                   |
| Date of next review | May 2029                        |

Document history:

| <b>Version</b> | <b>Issue date</b> | <b>Summary of changes</b> |
|----------------|-------------------|---------------------------|
| 1.0            |                   | New Policy                |

## **Policy Statement**

At **Glenfall Primary School**, we are committed to promoting positive mental health and emotional wellbeing for all pupils, staff, and members of our school community.

We recognise that mental health is as important as physical health and that children's emotional wellbeing significantly affects their ability to learn, develop relationships and thrive.

This policy sets out our whole-school approach to supporting mental health and wellbeing.

The school follows guidance from the **Department for Education** and national safeguarding frameworks including **Keeping Children Safe in Education**.

## **Aims**

This policy aims to:

- Promote positive mental health and emotional wellbeing.
- Provide a supportive and inclusive school environment.
- Reduce stigma surrounding mental health.
- Enable staff to identify early signs of mental health difficulties.
- Provide appropriate support for pupils experiencing challenges.
- Work effectively with parents, carers, and external agencies.
- Support the wellbeing of school staff.

## **Definition of Mental Health**

Mental health describes a person's emotional, psychological, and social wellbeing.

Children with good mental health are generally able to:

- Form positive relationships
- Manage emotions
- Cope with everyday challenges
- Learn effectively
- Develop resilience

Mental health difficulties may include:

- Anxiety disorders
- Low mood or depression
- Emotional distress
- Attachment difficulties
- Behavioural difficulties

Some pupils may require additional support from services such as: **Pastoral Support in school, YMM, Time to Talk** and **NHS Child and Adolescent Mental Health Services (CAMHS)**.

### **Roles & Responsibilities**

The Headteacher will:

- Ensure the school implements a whole-school mental health approach.
- Promote staff wellbeing.
- Ensure staff training opportunities are available.
- Ensure appropriate procedures are in place for supporting pupils.

### **Mental Health Lead**

The Designated Mental Health Lead will:

- Lead mental health provision across the school.
- Support staff in recognising mental health concerns.
- Coordinate support and interventions for pupils.
- Liaise with parents and carers.
- Work with external agencies when necessary.

### **Designated Safeguarding Lead (DSL)**

The DSL's will:

- Manage safeguarding concerns linked to mental health.
- Ensure appropriate referrals are made.
- Support vulnerable pupils.

## **Staff**

All staff are responsible for:

- Promoting a positive and supportive classroom environment.
- Identifying potential signs of mental health difficulties.
- Recording and reporting concerns to the appropriate lead.
- Supporting pupils appropriately within their role.

## **Governing Body**

The governing body will:

- Ensure the school promotes wellbeing and mental health.
- Monitor the implementation of this policy.
- Support leadership in developing effective provision.

## **Whole School Approach for Mental Health**

At **Glenfall Primary School**, mental health is promoted through:

- PSHE lessons
- Emotional literacy programmes such as *Zones of Emotional Regulation*
- Social skills development
- Mindfulness and resilience activities

These follow guidance from the **PSHE Association**.

## **School Environment**

The school promotes wellbeing by:

- Creating a safe and inclusive environment
- Encouraging positive relationships
- Promoting kindness and respect
- Providing safe spaces for pupils to talk

## Pupil Voice

Pupils are encouraged to express their views through:

- School council
- Termly [blob] people activity
- Circle time discussions
- Wellbeing activities
- Opportunities to speak with trusted adults

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## Identifying Mental Health Needs

Staff may identify concerns through:

- Changes in behaviour
- Withdrawal from social activities
- Persistent sadness or anxiety
- Difficulty concentrating
- Sudden academic decline
- Changes in eating or sleeping habits
- Emotional outbursts or distress
- Discussion of vulnerable children

Concerns should be reported to the **Mental Health Lead or DSLs:**

Mrs Newdeck, Mrs Grisman or the Headteacher.

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## Supporting Pupils

Support may include:

### Universal Support

- Positive classroom environment
- Emotional literacy teaching
- Wellbeing activities

### Targeted Support

- Small group interventions
- Pastoral support
- Emotional regulation support

## **Individual Support**

- Individual wellbeing plans
- One-to-one mentoring
- Referral to SENCo
- Referral to external professionals such as YMM

## **Working with Parents & Carers**

Parents and carers play an essential role in supporting children's wellbeing.

The school will:

- Communicate concerns sensitively.
- Involve parents in support planning.
- Offer guidance and signposting to support services.

## **External Support Services**

When additional support is required, the school may refer to:

- Educational psychologists
- School nursing services
- Early Help services
- YMM and NHS Child and Adolescent Mental Health Services  
**(CAMHS)**

Referrals will normally be made with parental consent unless safeguarding concerns apply.

## **Staff Wellbeing**

The school recognises that staff wellbeing is essential to maintaining a healthy learning environment.

The school will support staff through:

- Promoting work-life balance
- Encouraging open communication
- Providing access to wellbeing support where possible
- Offering professional development opportunities

Staff may also access external support through services such as the ***Employment Assistance Programme***.

### **Confidentiality**

Information regarding a pupil's mental health will be treated sensitively.

Information will only be shared with relevant staff where:

- It is necessary to support the pupil
- It relates to safeguarding concerns

### **Safeguarding**

Mental health concerns may be linked to safeguarding risks.

Where there is concern that a child may be at risk of harm, the school will follow procedures set out in **Keeping Children Safe in Education**.