

Gillamoor CE Primary School



Mental Health and Wellbeing Policy

Ratified by Governors: April 2026

Review Date: April 2027

1. Policy Statement

Mental health is a fundamental component of safeguarding and pupil wellbeing. In line with the World Health Organization definition, mental health is “a state of well-being in which every individual realises his or her own potential... and is able to make a contribution to her or his community.”

Our Christian vision and core values of **Love, Courage, Forgiveness and Service** underpin our approach to promoting positive mental health. We aim to ensure that all pupils and staff are supported to flourish emotionally, socially, and academically.

This policy reflects the expectations set out in **Keeping Children Safe in Education (KCSIE) 2025**, which emphasises:

- The importance of early identification of mental health needs
- The role of schools in promoting wellbeing
- The responsibility of all staff to recognise indicators of mental ill health
- The need for clear systems of reporting and recording concerns
- The requirement to work with parents, carers, and external agencies where appropriate

We use both whole-school approaches and targeted interventions to support vulnerable pupils. Our Nurture Principles guide staff in recognising concerns and understanding the underlying reasons for a child's behaviour or emotional presentation.

2. Scope

This policy applies to **all staff**, including teaching staff, support staff, governors, volunteers, and visiting professionals.

It should be read alongside:

- **Safeguarding and Child Protection Policy**
- **KCSIE 2025 statutory guidance**
- **SEND Policy**

- **Medical Needs Policy**
- **Behaviour Policy**
- **Anti-Bullying Policy**

The aims of this policy are to:

- Promote positive mental health and wellbeing for all pupils and staff
- Increase understanding of common mental health needs
- Enable staff to identify early warning signs
- Provide clear procedures for responding to concerns
- Support pupils, families, and staff through appropriate intervention

3. Lead Members of Staff

All staff have a responsibility to safeguard pupils and promote wellbeing. Specific roles include:

- **Samantha Bond – Designated Safeguarding Lead (DSL) & Mental Health Lead**
- **Lorraine Hugill – Deputy DSL**
- **Charlotte Pope – SENCo & PSHE Lead**

Any staff member with concerns must report these to the **Mental Health Lead** or **DSL** in line with safeguarding procedures.

If a pupil is at **immediate risk of harm**, staff must follow child protection procedures without delay.

If a pupil presents with a **medical emergency**, first aid procedures must be followed and emergency services contacted where necessary.

Referrals to CAMHS will be coordinated by the Mental Health Lead, with guidance from the SENCo.

4. Individual Care Plans

For pupils with identified mental health needs or a formal diagnosis, an **Individual Care Plan** will be developed with:

- The pupil
- Parents/carers
- Relevant health professionals

Plans may include:

- Details of the pupil's condition
- Strategies and adjustments
- Medication information
- Emergency procedures
- The role of school staff

5. Teaching About Mental Health

Mental health education is delivered through the 1 Decision PSHE curriculum, following **PSHE Association guidance**. Lessons are tailored to cohort needs and focus on:

- Emotional literacy
- Help-seeking behaviours
- Resilience
- Healthy relationships
- Strategies for self-regulation

Teaching is delivered safely and sensitively to avoid harm.

6. Classroom Wellbeing Culture

In line with our ordinarily available provision:

- Emotional regulation resources are accessible to all pupils
- **Zones of Regulation** are used consistently across classrooms
- Pupils are taught to recognise and manage their emotional states
- Pupils requiring additional support may receive small-group interventions
- Weekly mindfulness opportunities are provided through **MyHappyMind**

7. Signposting

We ensure pupils, staff, and parents are aware of internal and external sources of support. Information is available:

- In the Mental Health and Wellbeing area of Staff Share
- Through the MyHappyMind app
- On displays in communal areas
- Through curriculum teaching

When signposting, we ensure pupils understand:

- What help is available
- Who it is for
- How to access it
- Why seeking help is important
- What to expect next

8. Warning Signs

Staff should be alert to indicators of mental health difficulties.

Possible signs include:

- Physical signs of harm
- Changes in eating or sleeping
- Withdrawal or isolation
- Mood changes
- Decline in academic performance
- Talking or joking about self-harm or suicide
- Substance misuse
- Feelings of hopelessness
- Secretive behaviour
- Avoidance of PE or changing
- Unexplained physical symptoms
- Increased absence or lateness

Concerns must be recorded on **CPOMS**, which alerts the DSL.

9. Managing Disclosures

All staff receive training on responding to disclosures. Staff must:

- Listen calmly and non-judgmentally
- Reassure the pupil
- Avoid making promises of confidentiality
- Record the disclosure on CPOMS
- Inform the DSL

KCSIE 2025 emphasises that **pupils must never be promised secrecy**.

10. Confidentiality

Staff must explain to pupils that information may need to be shared to keep them safe.

Information will be shared with:

- The DSL
- Relevant staff on a need-to-know basis
- Parents/carers unless doing so places the child at risk

If there is a safeguarding concern, parents **must not** be informed before the DSL.

11. Working with Parents

We support parents by:

- Providing information on common mental health issues
- Ensuring they know who to contact
- Making this policy accessible
- Offering information evenings
- Sharing PSHE curriculum content

12. Supporting Peers

When a pupil is experiencing mental health difficulties, peers may also need support. As your policy notes:

“Friends often want to support but do not know how.”

Support may include:

- Guidance on what they can safely share
- How to support their friend appropriately
- Warning signs to look out for

- Healthy coping strategies
- Signposting to support for themselves

13. Staff Training

In line with KCSIE 2025:

- All staff receive regular training on mental health and safeguarding
- Additional training is provided where needed
- Training needs are reviewed through performance management

14. Policy Review

This policy will be reviewed **every three years**, or sooner if statutory guidance changes.

Next review: **March 2029**