



Newtown C of E Primary School

Mental Health and Wellbeing Policy

Ratification Date:	July 2019	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Reviewed	April 2026	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Glynis Wright (CHAIR OF GOVERNORS)
Next review	April 2028		

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Policy Statement

Mental health is 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)

In our school our Christian vision shapes all we do. Through our Christian ethos values of Love, Courage and Friendship, we aim to promote the spiritual, moral, social and cultural development of all our children, helping them to develop an understanding of positive relationships, have courage to stand up for what is right and embrace one another's differences.

In addition we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

2. Scope

This document describes the school's whole-school approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

-  Promote positive mental health and wellbeing in all staff and pupils
-  Increase understanding and awareness of common mental health issues
-  Alert staff to early warning signs of poor mental health and wellbeing
-  Provide support to staff working with young people with mental health and wellbeing issues
-  Provide support to pupils suffering mental ill health and their peers and parents/carers

3. Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Headteacher - Designated Safeguarding Lead

Assistant Headteacher – Senior Mental Health Lead
Inclusion Leader – Manager of the Administration of Medicines
Home School Welfare Manager - Pastoral Lead
Teacher - PDL Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead team or the Head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS or the Mental Health Support Team is appropriate, this will be led and managed by the Senior Mental Health Lead or Inclusion Lead.

4. Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals.

This can include:

-  Details of a pupil's condition
-  Special requirements and precautions
-  Medication and any side effects
-  What to do, and who to contact in an emergency
-  The role the school can play

5. Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PDL curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow PDL Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

6. Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum and through our

Collective Worships. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

-  What help is available
-  Who it is aimed at
-  How to access it
-  Why to access it
-  What is likely to happen next

7. Warning Signs

School staff may become aware of warning signs, which indicate 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 with the Senior Mental Health Lead.

Possible warning signs include:

-  Physical signs of harm that are repeated or appear non-accidental
-  Changes in eating / sleeping habits
-  Increased isolation from friends or family, becoming socially withdrawn
-  Changes in activity and mood
-  Lowering of academic achievement
-  Talking or joking about self-harm or suicide
-  Abusing drugs or alcohol
-  Expressing feelings of failure, uselessness or loss of hope
-  Changes in clothing – e.g. long sleeves in warm weather
-  Secretive behaviour
-  Skipping PE or getting changed secretly
-  Lateness to or absence from school
-  Repeated physical pain or nausea with no evident cause
-  An increase in lateness or absenteeism

8. Managing Mental Health Disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff'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 rather than of exploring 'Why?'. All disclosures should be recorded in writing and held on the pupil's confidential file. This written record should include:

-  Date

-  The name of the member of staff to whom the disclosure was made
-  Main points from the conversation
-  Agreed next steps

This information should be shared with the Senior Mental Health Lead, who will store the record appropriately and offer support and advice about next steps. Where a referral to CAMHS or the Mental Health Support Team is appropriate, this will be led and managed by the Senior Mental Health Lead or the Inclusion Lead.

9. Confidentiality

We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

-  Who we are going to talk to
-  What we are going to tell them
-  Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Designated Safeguarding Lead or Senior Mental Health Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves.

If a child gives us reason to believe that there may be underlying safeguarding/child protection issues or at risk of significant harm, parents should not be informed, but the Designated Safeguarding Lead/Headteacher must be informed immediately. The appropriate cause of action will be taken in line with our safeguarding policies and procedures.

10. Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

-  Can the meeting happen face to face? This is preferable.
-  Where should the meeting happen? At school, at their home or somewhere neutral?
-  Who should be present? Consider parents, the pupil, other members of staff.
-  What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

11. Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

-  Highlight sources of information and support about common mental health issues on our school website
-  Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
-  Make our mental health policy easily accessible to parents
-  Share ideas about how parents can support positive mental health in their children through our regular information evenings
-  Keep parents informed about the mental health topics their children are learning about in PDL and share ideas for extending and exploring this learning at home.

12. Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

-  What it is helpful for friends to know and what they should not be told
-  How friends can best support
-  Things friends should avoid doing / saying which may inadvertently cause upset
-  Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

-  Where and how to access support for themselves
-  Safe sources of further information about their friend's condition

 Healthy ways of coping with the difficult emotions they may be feeling

13. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe.

We will provide relevant information for our staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the School Business Manager and our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed and will discuss this with the Senior Leadership Team.

14. Staff Health & Wellbeing Package

Newtown C of E Primary School is committed to promoting high levels of health and well-being and recognises the importance of identifying and reducing workplace stressors, stress management through an annual staff stress questionnaire and appropriate consultation with staff will be periodically reviewed and acted upon.

Furthermore, Newtown C of E Primary School's staff induction and health & wellbeing package include:

-  Full biannual stress and wellbeing traffic light survey, analysed and measured by the school and Hampshire Education Personnel Service
-  Annual Stress Questionnaire
-  Health & Wellbeing Action Plan reviewed & monitored by Governors throughout the year
-  Well-being committee who meet to discuss key issues linked to well-being and put into place any key initiatives
-  Signposting of mental health support
-  Ongoing improvements made to the site environment, including staff areas
-  Staff induction programme:
 - Safeguarding training annually for all staff and at staff of employment
 - Prevent training
 - Extensive staff handbook
 - Policy Folder
 - Keeping Children Safe in Education document
 - Newtown Non-Negotiables document

- Staff buddy scheme
- Health & Safety training
- 🌍 Secret Samaritan scheme
- 🌍 INSET day specifically tailored to staff Health & Wellbeing
- 🌍 Improved performance management scheme for all staff
- 🌍 100% staff attendance celebrated each year with incentives
- 🌍 Free flu jab offered to all staff
- 🌍 Staff shout out board celebrated every week
- 🌍 ABCD Monthly Award (Above and Beyond the Call of Duty)

15. Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in April 2028.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to our Senior Mental Health Lead via the school email address adminoffice@newtown.hants.sch.uk

This policy will always be immediately updated to reflect personnel changes.

