



Mental Health & Wellbeing Policy



Pendock CE Primary School
Be the best that you can be

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Policy statement:

At Pendock CE Primary we realise that good mental health and emotional wellbeing is the foundation stone for all health. We value diversity, and we are committed to promoting a Whole School Approach (WSA) driven by the [5 Steps to Mental Health and Wellbeing | Anna Freud](#) and the eight principles set out by the PHE/DfE document [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#). We aim to help pupils to be happy and successful, prevent problems before they arise and become resilient. We are committed to working [in a **trauma informed way**,] in an inclusive, respectful and open environment.

Purpose of this Policy

This policy aims to ensure we take a WSA to mental health and wellbeing and sets out:

- How we aim prevent mental health and wellbeing problems arising for pupils, staff and parents/ carers
- How we promote good mental health and wellbeing for pupils, staff and parents/ carers
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils, parents/ carers and other staff
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support parents, staff and pupils to access advice and support

This policy will operate in conjunction with the following policies:

- Safeguarding policy
- Relationship and behaviour policy
- Health and Wellbeing policy
- Equality and Diversity policy

Leadership & Management Roles and Responsibilities

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.

Good mental health and wellbeing is supported in school by the following staff roles and responsibilities.

Nominated Governor for Mental Health & Wellbeing

Responsible for creating a connection between the governing body and the wider school/trust. The nominated governor will focus on supporting the school to embed its mental health and wellbeing provision across the entire school.

Headteacher:

Has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. They will keep staff fully informed, trained and up to date and support working in a trauma informed way.

Senior Lead for Mental Health:

This role leads and has oversight of the whole school approach and a trauma informed approach to promote positive mental health and wellbeing in the school community.

Special Educational Needs Coordinator (SENCO)

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENCO ensures that all adults working in the school understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary with regards to mental health and wellbeing.

Designated Safeguarding Leads (DSL)

The DSLs provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as the local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit [Safeguarding children | Worcestershire County Council](#)

All Staff

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. It is important that all staff work in a trauma informed way.

All staff will understand about possible risk factors that might make some children more likely to experience problems. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect children, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here [Mental health information : Mentally Healthy Schools](#)

Any member of staff concerned about a pupil will take this seriously and raise with the SENCO/Inclusion Manager or Designated Safeguarding Lead.

Staff development

Staff development will aim to support the wellbeing of staff and that of students.

The minimum staff training will be:

- 1 trained staff member as Senior Mental Health Lead
- 1 trained staff member as Mental Health First Aider
- All staff; Safeguarding training
- 1 Lead TIS Practitioner and 1 trained member of staff
- All staff trained through Raising Attainment through Wellbeing (RAW)

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post.

Additional training will include:

- Trauma Informed Attachment <https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-school/virtual-school-training-and-bespoke-packages-schools>
- ELSA training

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil's voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3 tiered support approach:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and or specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

Universal Support		
Approach	Detail	Links
Ethos and environment	Trauma Informed Approach school, Anti bullying week activities, Approach to managing conflict, When the Adults Change, Raising Attainment through Wellbeing	Virtual school training and bespoke packages for schools Worcestershire County Council Anti-Bullying Policies
Curriculum: teaching and learning	Curriculum teaching and learning to promote resilience and support social and emotional learning, including physical activity	

School strategies	Assemblies to raise awareness of mental health and wellbeing	School Zone Campaigns Campaign Resource Centre
	MH awareness raising topic at a parents evening	Mental health assemblies - Peer Education Project (PEP) Mental Health Foundation
	Anti bullying schemes	Mental health (pshe-association.org.uk) Resource hub: Mentally Healthy Schools
	Playground buddies/buddy benches	Parents Mental Health Support Advice for Your Child YoungMinds Parenting Mental Health Home
	Outdoor classes/classrooms/working in and with nature	Examples of peer support schemes (anti-bullyingalliance.org.uk) Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk)
	Daily physical activity	Outdoor learning ideas Learning through Landscapes (lfl.org.uk) https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf
	Student voice	An introduction to active learning and active classrooms (governorsforschools.org.uk) Include pupils, staff and parents and carers in decision-making Anna Freud
	Fliers/ posters of useful contacts for support in reception area or where parents/ carers gather	Pupil voice: Mentally Healthy Schools Inspiring and enabling pupil and learner voice – Teaching (blog.gov.uk)
		Online resources for schools Child Bereavement UK
		Resources, Publications & Support Information Winston's Wish
	Bereavement Resources for Educational Settings BEEM	
	Traumatic bereavement resources Anna Freud	
	Resources and Activities Nelson's Journey Child Bereavement Help for Norfolk	

In school support

Identifying need and Early Help support options

In Pendock we take the following steps when there are concerns about a child or young person's emotional or mental health:

1. Discuss concerns with parents/carers
2. Complete an in house/school assessment and share the outcomes with parents/ carers.
3. Consider which early intervention school strategies would be the most appropriate for the child or young person. These may include:
 - a. 1:1 support with an Emotional Literacy Support Adviser (ELSA)
 - b. Lego therapy
 - c. Lunch clubs
 - d. SAND therapy
 - e. Talking/Drawing
 - f. Targeted clubs
 - g. Circle of Friends
 - h. Support from in school counselling service
 - i. Bereavement support
 - j. Use of the WCF suicide attempts guidance toolkit: Document title (worcestershire.gov.uk)
 - k. Add specific local offer- School to list what is ordinarily available here to pupils at their school [Targeted support : Mentally Healthy Schools](#)

In some cases, a pupil's social emotional mental health needs may require not just an in school assessment and support but referral to further in school support or a primary care or specialist service, see below.

Our school will use the mental health route map of support listed here: [Mental Health Route Map \(worcestershire.gov.uk\)](#)

See [appendix 1](#)

[Social, emotional and mental health | Worcestershire County Council](#)

Specialist Support

Identifying need and additional specialist support	<p>If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support maybe needed the school will explore, in partnership with parents, support from outside agencies, the first steps may include:</p> <ol style="list-style-type: none"> a. Referral to a Public Health Nurse (School Nurse). b. Referral to the WEST team c. Referral to the Early Intervention Service d. Referral to a Youth Mental Health Hub e. Referral to other Early Help support <p>Finally, the school may, after a discussion with the child or young person’s parents:</p> <ol style="list-style-type: none"> f. Advise a GP appointment is organised g. Make a referral directly to CAMHS h. Make a referral to an Educational Psychologist 	<p>Guidance on accessing these services can be found here Professionals’ Toolkit Worcestershire County Council in the health referrals toolkit.</p>
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Suicide Prevention and Attempts

The school will use the WCC guidance on suggested action to take in the attempt of a suspected suicide, here; [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). In addition the school will use the Guidance for Educational settings following the death of a child or staff member to support pupils and staff in these situations.



WCC Guidance for Educational Setting:

Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, emotional and mental health and wellbeing of their children, and in particular with protecting and supporting their children’s mental health.

As a school we also recognise that a child’s mental health will be affected by their parents and carers mental health, and so we are committed to providing updated information on what services parents and carers can access to keep themselves well.

Some signposting options for parents and carers are listed below and will be included on the school website

- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Information about support for parents and carers | Worcestershire County Council](#)
- [Am I a carer? | Worcestershire Association of Carers \(carersworcs.org.uk\)](#)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)

Supporting Staff's Positive Mental Health

We are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

At our school we know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional mental and emotional support. We take the view that positive mental health and wellbeing is everybody's business and that we all have a role to play.

We will ensure that staff are aware of what support is available within our school and how to access further support.

The school will support Newly Qualified Teachers (NQTs) to ensure they develop the understanding and skills needed to develop their own good mental health and that of the children.

Links to other policies are:

- Staff grievance policy
- Disciplinary policy

Practical strategies we will use in school to promote good staff wellbeing will include:

- Encouraging a healthy workload and life balance
- Organising work and being realistic about timescales to prevent staff overload.
- Making staff recognition and praise a normal part of our school's culture. Setting aside regular time slots in meetings to do this.
- Teacher appraisal that is encouraging and that concentrates on praise.
- Targets aim to be realistic and concentrate on raising standards for children and young people.
- Creating a sense of belonging to the school (e.g. through team development opportunities and embedding staff wellbeing).
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support
- Offering resilience-based workshops for staff to help normalise the process of speaking about wellbeing.
- Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges.
- Providing staff mindfulness, relaxation and managing stress sessions.
- Signing up to the Workplace Wellbeing Network [Workplace health | Worcestershire County Council](#)
- [Add additional support and practical/organisational arrangements that prevent poor mental health](#)

Monitoring and Audit:

This policy will be monitored by the SMHL year

This policy will be audited annually and shared with the Governors at the time of the policy review.

Review:

This policy will be reviewed and updated every year, the date of the next review and update will be August 2026.

Useful links:

[Work Well Live Better | Worcestershire County Council](#)

It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

[Mental health lead resource hub : Mentally Healthy Schools](#)

Resources for the whole school/college approach to mental health and wellbeing based around the 8 principles.

[Resource hub: Mentally Healthy Schools](#)

Resources for classroom and wellbeing support including a calendar of curriculum themes and occasions linked to mental health with activity ideas and free resources for each theme.

[Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person](#)

Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a pupil population

[Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

For more information to apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

[Ten ways to support school staff wellbeing | Anna Freud](#)

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

[Mental Health Route Map \(worcestershire.gov.uk\)](#)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

[Professionals' Toolkit | Worcestershire County Council](#)

Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.

[Social, emotional and mental health | Worcestershire County Council](#)

- Trauma informed approach
- Anxiety
- Self harm

[Parent carer engagement toolkit | Worcestershire County Council](#)

[Bereavement support | Worcestershire County Council](#)

Organisations that offer bereavement support, including the bereaved by suicide service for those bereaved by or impacted by suicide, whenever the death by suicide occurred.

Evidence based teaching resources for promoting good mental health:

Programme name	Type of approach
PATHs	Full year teaching programme for YR to Y6 30–55 sessions per school year, 20–30 minutes duration
Zippy's Friends	Full year teaching programme YR to Y6 (or Y7) printed or online resources
FUN Friends/Friends for LIFE	KS2: 10 x 1-hour sessions e.g. 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
my HappyMind	EYs to Y6 plus Y7 transition programme 25 lessons per year group.
Resilience in Children Positive Psychology Center	The Penn resilience programme for middle school students
QUT Resourceful Adolescent Program - RAP-A - For Adolescents	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
Parenting programme Home - Triple P UK Ltd	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS

WHAT IS AVAILABLE IN WORCESTERSHIRE

UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricians
- Family Front Door
- AP Directory

SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)