

Mental Health and Wellbeing Policy

Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”
Philippians 4:13

Cronton CE Primary School



The KEYS Curriculum

Knowledge and skills
Empower
You to
Succeed

Keys To Success



Knowledge



Skills



Vocabulary

Whole School Curriculum intent

At Cronton CE Primary School, we are committed to promoting positive mental health and emotional wellbeing for all pupils, staff, governors and members of our school community. We recognise that good mental health is fundamental to learning, healthy relationships and achieving positive life outcomes.

We aim to create a safe, caring and inclusive environment where everyone feels valued, respected and supported.

Aims

This policy aims to:

- Promote positive mental health and emotional wellbeing.
- Reduce stigma associated with mental health.
- Foster resilience, confidence and self-esteem.
- Identify children experiencing mental health difficulties at the earliest opportunity.
- Provide appropriate support and signposting.
- Work collaboratively with families and external agencies.
- Promote staff wellbeing alongside pupil wellbeing.

This policy applies to:

- All pupils
- Teaching and support staff
- Senior leaders
- Governors
- Volunteers
- Parents and carers
- Visitors

Legal Framework

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Equality Act 2010
- Children Act 1989 and 2004
- SEND Code of Practice
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

Roles and Responsibilities

Governing Body

The governing body will:

- Ensure appropriate policies are in place.
- Monitor implementation.
- Promote a whole-school approach.

Headteacher

The Headteacher will:

- Promote a culture of wellbeing.
- Ensure staff receive appropriate training.
- Allocate resources to support mental health initiatives.

Designated Mental Health Lead

The Mental Health Lead will:

- Coordinate whole-school provision.
- Provide advice to staff.
- Liaise with external agencies.
- Support early identification.
- Monitor interventions.

Designated Safeguarding Lead (DSL)

The DSL will:

- Respond to safeguarding concerns relating to mental health.
- Ensure appropriate referrals are made.
- Work alongside the Mental Health Lead.

Staff

All staff will:

- Promote positive wellbeing.
- Build trusting relationships.
- Recognise early warning signs.
- Report concerns promptly.
- Maintain confidentiality appropriately.

Parents and Carers

Parents are encouraged to:

- Share concerns about their child.
- Work in partnership with the school.
- Support agreed intervention plans.

Promoting Positive Mental Health

The school promotes wellbeing through:

- A nurturing ethos.
- Positive behaviour approaches.
- Dedicated nurture spaces across the school e.g: Sensory room
- High-quality Relationships and Health Education.
- PSHE – is a vital part of our KEYS curriculum
- Anti-bullying strategies.
- Trauma informed training for all staff
- ELSA support (Emotional Literacy Support Assistants)
- Regular whole class sensory circuits
- Physical activity.
- Outdoor learning.
- Play opportunities.
- Mindfulness and relaxation activities where appropriate.
- Pupil voice opportunities.
- Celebration of achievement.

Identifying Mental Health Needs

Possible indicators include:

- Withdrawal from friends.
- Changes in behaviour.
- Low mood.
- Anxiety.
- Poor concentration.
- Changes in attendance.
- Decline in academic performance.
- Emotional outbursts.
- Physical complaints without medical cause.
- Sleep difficulties reported by parents.

These signs do not necessarily indicate a mental health condition but may require further assessment.

Supporting Pupils

Support may include:

- Trusted adult check-ins.
- Pastoral support.
- Emotional literacy interventions.
- Nurture groups.
- Reasonable adjustments.
- Referral to Educational Psychologist, CAMHS etc
- Early Help assessment.
- Referral to community mental health services.

Support will always be proportionate to the child's needs.

Working with Parents

The school will:

- Communicate concerns sensitively.
- Involve parents in planning support wherever appropriate.
- Provide information on available services.
- Encourage collaborative working.

Where safeguarding concerns exist, appropriate procedures will be followed.

Working with External Agencies

The school may work with professionals such as:

- Educational Psychologists
- NHS Children's Mental Health Services (CAMHS)
- School Nursing Service
- Early Help Teams
- Mental Wellbeing Leaders
- Family Support Services
- Social Care
- Voluntary organisations

Safeguarding

Mental health concerns may become safeguarding concerns.

Where there is reason to believe a child is at risk of harm, staff will follow the school's Safeguarding and Child Protection Policy immediately.

This includes concerns relating to:

- Self-harm
- Suicidal ideation
- Abuse or neglect
- Exploitation
- Serious emotional distress

Staff Wellbeing

The school recognises that staff wellbeing directly impacts pupil outcomes.

The school will:

- Promote a supportive culture.
- Encourage healthy work-life balance.
- Provide access to wellbeing support.
- Offer supervision where appropriate.
- Promote professional development.
- Encourage open discussion of wellbeing.

Confidentiality

- Information relating to mental health will be treated confidentially.
- Information will only be shared on a need-to-know basis and in accordance with safeguarding responsibilities and UK GDPR requirements.

Training

The school ensure staff receive appropriate training on:

- Mental health awareness
- Trauma-informed practice
- Safeguarding
- Behaviour as communication
- Early identification
- Supporting anxiety and emotional regulation

Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Pupil voice
- Staff surveys
- Attendance data
- Behaviour data
- Exclusions
- Safeguarding records
- Wellbeing interventions
- Governor monitoring

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Anti-Bullying Policy
- Attendance Policy
- Relationships and Health Education Policy
- Equality Policy
- Staff Wellbeing Policy

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's mental wellbeing and how as a school community, we can help children to thrive and live life in all of its fullness.

We provide opportunities to engage learning in a fun and nurturing way and every child is recognised as a unique individual.

We plan for and provide a range of pastoral opportunities which lead to good quality outcomes for children's mental health and wellbeing.

We model and promote positive attitudes to learning which reflect the values of our Christian school, enabling children to take responsibility for their lives. Children leave Cronton with a sense of belonging to an outward looking community where opportunities and aspirations are unlimited.

At Cronton we ensure that equality is embedded in all that we do.

Mental Health and Wellbeing Intent

Understanding – All of our staff have a good understanding of the need to support children's mental wellbeing and do this through planned opportunities throughout the curriculum.

Personal, Social, Health and Economic (PSHE) Education is a vital part of our KEYS curriculum (Knowledge and Skills Empower You to Succeed). It has a significant and valuable role in both the taught curriculum, and in the enrichment opportunities we offer our pupils. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme support this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures.

Nurturing - Every child at Cronton C of E Primary School, is to leave with a good understanding of what mental health and wellbeing is and how that can support their own wellbeing. We recognise the fact that we have children of differing scientific ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Individual - We teach science to all children in a way that suits all individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our science teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We incorporate high order questions, that apply to scientific thinking, to extend the most able children in science and allow for all Cronton scientists to succeed in an individual way.

Quality - When planning and teaching science lessons at Cronton, we ensure that children are carrying out investigations using the 5 types of enquiry. Science is recorded

in a variety of ways to engage all learners and to over-come possible barriers e.g. scaffolded tasks, close procedure, group scribes, photographic evidence, demonstrations, practical investigations.

Unlimited aspirations - Every pupil is a Cronton scientist and will leave with a strong core of Scientific knowledge, learnt and secured through a range of different experiences. Each unit will be explored in an investigative approach, and the knowledge developed appropriately as they move through the school. Studying science stimulates curiosity, fosters creativity and equips children with transferable skills they need in life beyond school.

Equality - We recognise the fact that we have children of differing scientific ability in all our classes and so we provide suitable learning opportunities for ALL children by matching the challenge of the task to the ability of the child. We create an environment where children do not fear speaking out and giving their opinion. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.

This policy will be reviewed annually or sooner if statutory guidance changes.