



Pupil Mental Health and Wellbeing Policy

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CONTENTS

Introduction	3
Policy Statement	3
Prevention	
Roles and responsibilities. Mental Health Champion (s)	5
Pastoral Staff	5
With Me In Mind (WMIM)	6
Early Identification	
Signs of Mental Ill Health	6
Procedure following a mental health concern being raised	7
Supporting Pupils	
Baseline Support for all Pupils	9
Assessing what further support is needed	9
Working with Outside Agencies (specialist support)	10
Working with Parents / Carers	10
Supporting Peers	11
Supporting Staff: Training / CPD	11
 Appendix 1 - Protective and Risk Factors for Mental Health	 12
Appendix 2 - Information and Support	14
Appendix 3 - Procedure to follow in the case of a mental health concern / crisis	16

INTRODUCTION

At the Grange Primary School, we are committed to safeguarding and promoting the mental health and wellbeing of all our pupils, parents and carers. We take a whole school approach to promoting positive mental health that aims to help pupils to become more resilient and happy; to prevent problems before they arise. We recognise that early identification is key to preventing problems getting worse.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. Furthermore, in children it can create a barrier to learning that can affect their academic performance.

We take the view that positive mental health is everybody's business and that we all have a role to play. At our school, we aim to promote positive mental health for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted interventions, aimed at identified vulnerable pupils and families.

Mental health is defined for the purposes of this policy as:

"Mental health is a state of well-being in which every individual realises his or her own abilities, 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 Organization, August 2014)

POLICY STATEMENT

The Grange Primary School recognises that it has an important role to play in supporting the mental health and wellbeing of its pupils, parents and carers. Mental health problems can be, (in some cases) an indicator that a child has suffered or is at risk of suffering abuse / neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions, but may notice behaviours that may be of concern.

We will promote a mentally healthy environment through:

- Promoting positive mental health (without stigma) throughout the school year.
- Establishing and maintaining an environment where children feel safe, secure and are listened to through the use of bubble time.
- Ensuring children know that there are safe adults in the school whom they can approach if they are worried and also communicate through the use of worry monsters.
- Including opportunities in the PSHE curriculum/school Assemblies and class activities for children to develop the skills they need to promote positive mental wellbeing, self esteem, understand their emotions and feelings, exercise, build friendships and encourage resilience.
- Using Thrive Online to assess pupils' social and emotional wellbeing termly with supporting class action plans.
- Promoting our school values / British values and encouraging a sense of belonging.
- Promoting pupil voice through the school council and within the classroom.
- Celebrating academic and non academic achievements inside the classroom and within school celebration assemblies.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others. (Through restorative practice)
- Using positive praise (ratio 8 to 1) alongside the effort point system.

- Using PIPRIP (Praise in public, reprimand in private.)
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Providing and signposting to appropriate support that meets the individuals needs.
- Using pupil surveys to identify early any areas that need additional support.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Implementing strong transition for secondary school and moving up into the new year group with additional sessions offered for those children needing additional support.
- Promoting Mental Health campaigns, e.g. NHS - Every Mind Matters, Time to Talk, Children's Mental Health Awareness Week and Mental Health Awareness Month.
- Supporting children with accessing sensory circuits, brain breaks, co regulation, Go Noodle to understand how they can self regulate.
- Working in partnership with With me In Mind (NHS Service) to promote a whole school approach to positive mental health and wellbeing, through use of targeted class workshops / whole school assemblies/ development of whole school action plans.
- Development of Pupil Mental Health and Wellbeing Ambassadors to promote pupil voice within school and to impact local mental health services within North Lincolnshire.
- Development and use of Thrive nurture spaces led by pupil voice so that they continually meet the needs of the pupils accessing the space.
- Feel Good Fridays.

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with:

- TGPS Medical conditions policy (in cases where a pupil's mental health overlaps with or is linked to a medical issue),
- TGPS SEN-D policy (where a pupil has an identified special educational need and/or disability),
- TGPS Safeguarding and Child Protection policy (in relation to prompt action and wider concerns of vulnerability,)
- TGPS Relational Behaviour policy,
- TGPS Computing and Online safety policy
- TGPS Anti-bullying policy (where there are overlaps).
- TGPS Equality Statement
- TGPS PSHE Policy

PREVENTION

The Grange Primary School recognises that early identification is key to preventing mental ill health worsening. As such, the school has dedicated Mental Health Champions who all staff can direct any pupil mental health concerns to.

ROLES AND RESPONSIBILITIES: MENTAL HEALTH CHAMPION(S)

The Mental Health Champion (s) for the school are Carla Crowe and Francesca Mawson

The Mental Health Champions are responsible for:

- Ensuring that all cases of suspected or actual concerns associated with mental health are referred to the appropriate agencies.
- Ensuring effective communication takes place and close liaison with the Designated Safeguarding Lead (DSL) where there is a concern in relation to a pupil.
- The Mental Health Champions will have training to support their understanding of mental health.
- Being aware of the latest national and local guidance and keeping staff informed as appropriate.
- Ensuring all staff are aware that mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse / neglect or exploitation.
- Being available to support staff / parents / carers / pupils if needed.
- Raising awareness of mental health and promoting a supportive culture within the school for pupils and staff.
- Ensuring all staff are aware that any concerns relating to pupil mental health should be reported to the **Mental Health Champion**. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise this by informing the **Designated Safeguarding Lead or a Deputy**.
- In the absence or unavailability of the Mental Health Champion, staff should speak to a member of the senior leadership team.
- Ensuring that all concerns raised and any action taken is recorded accurately and in a timely manner.

In addition to the Mental Health Champions, it is recognised that all staff have a responsibility to promote the mental health of pupils. Staff with specific roles offer dedicated support to staff, pupils and the wider community:

- Designated Safeguarding Lead and Deputy Designated Safeguarding Lead
- Mental Health Champion
- SENDCo
- Community Lead
- Thrive and Inclusion Lead
- Thrive Licenced Practitioners
- Family Liaison Officer
- Senior Leadership Team

The Grange Primary School works closely with the With Me in Mind (WMIM) service, which is an external NHS mental health services that focuses on early prevention and intervention; ensuring

children and young people, their families/ carers are able to access appropriate support to improve and maintain positive emotional wellbeing, to expand and widen positive self-esteem and to increase their self-efficacy in order to create resilience.

As part of our schools commitment to continually wanting to improve its mental health provision, the mental health champions will meet regularly with the WMIM team to ensure positive mental health for all of our school community.

IDENTIFICATION

SIGNS OF MENTAL ILL HEALTH

School staff may also 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 Mental Health Champion(s) or Designated Safeguarding Lead (or their Deputy) as appropriate.

All staff will monitor pupils and report to the Mental Health Champion any noticeable changes to:

- Attendance or Punctuality
- Relationships (with family, peers, staff)
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Staff will be aware to look out for the following possible warning signs:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood (emotional, fearful, low self esteem)
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Rapid weight loss or gain
- Repeated physical pain or nausea with no evident cause
- Physical injuries that appear to be self inflicted
- Covering parts of the body that they would not have done previously
- Behaviour (Aggressive or oppositional; habitual body rocking, secretive).
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

(The list above is not exhaustive. See Appendix 1 for more risk factors and protective factors).

TGPS staff are aware that they are not expected or trained to diagnose mental health conditions, but may notice behaviours that may be of concern. Additionally, it is their responsibility to act and inform the schools Mental Health Champion(s). TGPS staff recognise that every child is different and therefore, a child or staff member can experience a variety of symptoms. The Mental Health Champion(s) recognises that having one or a number of symptoms does not necessarily mean the individual is experiencing mental ill health and if appropriate will signpost/work with professionals to arrange support.

PROCEDURE FOLLOWING A MENTAL HEALTH CONCERN BEING RAISED

If a child chooses to disclose concerns about their own mental health (or that of a friend to a member of staff), the staff member's response should always be calm, supportive and non-judgemental. Staff will listen, rather than advise and will primarily ensure the pupil's emotional and physical safety rather than exploring 'Why?'.

If a disclosure is made, staff will follow the ALGEE action plan.

1. **ASK, ASSESS, ACT.** Where a young person is distressed, the member of staff should ask them what support they need and want. Assess the risk of harm to self or others and try to reduce any risk that is present.
2. **LISTEN.** Staff will listen non-judgmentally and will give them time to talk and gain their confidence to take the issue to someone who could help further.
3. **GIVE REASSURANCE AND INFORMATION.** Staff will gently explain that they would like to help them. Staff will not promise confidentiality - it could be a child protection matter which would mean that staff would follow safeguarding procedures.
4. **ENCOURAGE THEM TO SPEAK TO SOMEONE.** Encourage self help strategies.

All disclosures should be recorded on the school's electronic system CPOMS and any hand written records held in the pupil's confidential file. This written record should include:

- Date, time and location of the disclosure
- The full name of the member of staff to whom the disclosure was made
- The full name of the pupil(s) involved
- The context of the disclosure
- Main points from the conversation including any questions asked
- Agreed next steps

This information should be shared with the Schools Mental Health Champion(s) who will offer support and advice about next steps. If the child is at immediate risk of harm staff will NOT LEAVE the pupil and ask someone to inform the Designated Safeguarding Lead or Deputy immediately. Staff will then need to follow the school's safeguarding procedure. (See Appendix 3 for reporting concerns.)

When a concern has been raised, the school will:

- Contact parents/ carers (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting on CPOMS.
- Agree a plan including clear next steps. Discuss how the parents / carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.
- Continue to review and monitor progress of the plan.

Where appropriate:

- Arranging professional assistance e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS or private referral – with parental consent
- Arrange an Early Help to support the family.

SUPPORTING PUPILS

The Grange Primary School has a comprehensive pastoral package in place to support children and staff with their emotional and mental wellbeing. The Grange Primary school has fully embraced the Thrive Approach and uses the Thrive Online tool to monitor, support and nurture our pupils' social and emotional development. The school has universal, whole school approaches, targeted approaches and specialised approaches for more complex or long term difficulties.

The school sees every child as unique and therefore treats each case holistically. The school recognises that there is not a "one size fits all approach". The package of support offered will be tailored to the child's specific needs and will include consultation with the child, parents/carers, class teacher / pastoral staff and any other professionals involved in supporting the child. This is done to ensure that the right package of support is in place for the child at the right time.

BASELINE SUPPORT FOR ALL PUPILS:

Teaching about mental health, the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. The content allows for pupils to learn healthy coping strategies, challenge misconceptions around mental health and enable pupils to keep themselves safe. Every classroom also has a shared wellbeing box which children have access to (at the teachers discretion) within the classroom.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Pupil wellbeing and resilience questionnaire “This is Me.”
- Emotional literacy scales
- Worry monsters/Bubble Boards (in every classroom)
- Circle times.
- Thrive Assessments of all pupil’s social and emotional development termly. Class Thrive Action Plans are generated from this so that staff can support pupils right time social and emotional development.

ASSESSING WHAT FURTHER SUPPORT IS NEEDED:

If a pupil is identified as having a mental health need, the school's mental health champion(s) will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above.

- Our school will offer support in cycles of:
- Assessing what the pupil’s mental health needs are using The Boxall Profile (*as appropriate*); One Page Profiles (*as appropriate*); 5 point anger / anxiety scale (*as appropriate*)
- Use of Thrive reparative assessment and further sessions with a licensed thrive practitioner. (*as appropriate*)
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

WORKING WITH OUTSIDE AGENCIES

As part of our targeted provision the school will work with other agencies to support children’s emotional health and wellbeing. These include but are not limited to:

- The school nurse
- Educational Psychologist
- Behaviour support team
- Paediatricians
- CAMHS (child and adolescent mental health service) Where a referral to CAMHS is appropriate, this will be led and managed by Joanne Fanthorpe, SENCO and Mental Health Champion.
- ASET (Autism Spectrum Education Team)
- Social workers
- Counselling Services e.g. Barnardos, The Haven
- Family Support Workers
- Therapists e.g. Speech and Language, Occupational Therapists
- Local Children’s Centre (One Family Approach)
- Alternative provision to provide additional therapeutic support.
- With Me In Mind consultations for advice and or Education Mental Health Practitioner (EMHP) support.

Where deemed appropriate, the school will work with outside agencies and allow them into school to provide additional support for the child during school time.

WORKING WITH PARENTS / CARERS

The School recognises that parents play an important role in supporting children when they are experiencing difficulties. In order to support parents with this, the school will:

- Ensure that parents are aware of who to talk to, and how, if they have concerns about their child.
- Ask parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Inform parents of concerns to do with their child's mental well being (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as when child protection issues are identified.) A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.
- Highlight sources of information and support about mental health and emotional wellbeing on our school website. Share ideas about how parents can support positive mental health in their children. (*Through correspondence / family thrive sessions.*)
- Make our Mental Health and Wellbeing policy easily accessible to parents.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

SUPPORTING PEERS

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

SUPPORTING STAFF: TRAINING / CPD

We want all staff to be confident in their knowledge of mental health and wellbeing; identify mental health needs early in children and know what to do and where to get help. As a minimum, all staff will receive annual training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. This will also be included throughout safeguarding snippets and using the staff board throughout the school year.

Staff will create an open culture around mental health by discussing mental health with pupils in order to break down stigma.

The MindEd learning portal (www.minded.org.uk) 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 to developing situations with one or more pupils.

Appendix 1

Protective and Risk factors (adapted from Mental Health and Behaviour DfE November 2018)

	Risk Factors	Protective Factors
In the Child	● Genetic influences. ● Low IQ and learning disabilities. ● Specific development delay or neuro-diversity. ● Communication difficulties. ● Physical illness. ● Academic failure. ● Low self-esteem .	● Secure attachment experience. ● Outgoing temperament as an infant. ● Good communication skills, sociability. ● Being a planner and having a belief in control. ● Humour. ● A positive attitude. ● Experiences of success and achievement. ● Faith or spirituality. ● Capacity to reflect.
In the Family	● Overt parental conflict including domestic violence. ● Family breakdown (including where children are taken into care or adopted). ● Inconsistent or unclear discipline. ● Hostile and rejecting relationships. ● Failure to adapt to a child's changing needs. ● Physical, sexual, emotional abuse or neglect. ● Parental psychiatric illness. ● Parental criminality, alcoholism or personality disorder. ● Death and loss – including loss of friendship.	● At least one good parent-child relationship (or one supportive adult). ● Affection. ● Clear, consistent discipline. ● Support for education. ● Supportive long term relationship or the absence of severe discord.
In the school	● Bullying including online (cyber). ● Discrimination. ● Breakdown in or lack of positive friendships. ● Deviant peer influences ● Peer pressure. ● Poor pupil to teacher/school staff relationships.	● Clear policies on behaviour and bullying. ● Staff behaviour policy (also known as code of conduct). ● 'Open door' policy for children to raise problems. ● A whole-school approach to promoting good mental health. ● Good pupil to teacher/school staff relationships.

		• Positive classroom management. • A sense of belonging. • Positive peer influences. • Positive friendships • Effective safeguarding and child protection policies. • An effective Early Help process. • Understand their role in and be part of effective multi-agency working. • Appropriate procedures to ensure staff are confident to / can raise concerns about policies and processes, and know they will be dealt with fairly and effectively.
In the community	• Socio-economic disadvantage. • Homelessness. • Disaster, accidents, war or other overwhelming events. • Discrimination. • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. • Other significant life events.	• Wider supportive network. • Good housing. • High standard of living. • High morale school with positive policies for behaviour, attitudes and anti-bullying. • Opportunities for valued social roles. • Range of sport/leisure activities.

Specific mental health needs most commonly seen in school-aged children.

For information see Chapter 3 for more information about Types of Mental Health Needs Mental Health and Behaviour in School DfE November 2018.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Appendix 2

Where to get information and support:

Local support:

- North Lincolnshire SEND local offer
<http://www.northlincslocaloffer.com/parents-and-carers/emotional-health-and-wellbeing/>
- North Lincolnshire Child and Adolescent Mental Health Service
<https://camhs.rdash.nhs.uk/north-lincolnshire/>
- A free online mental health and wellbeing support service for children and young people (aged 11-25) has been launched in Hull, East Yorkshire and North Lincolnshire.
<https://www.kooth.com/>
- NHS “Every Mind Matters” campaign.
<https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/>
- The Talking Shop, Scunthorpe - offering free confidential advice and training about improving mental health and wellbeing <https://www.rdash.nhs.uk/scunthorpe-talking-shop/> 01724 867297.
- North Lincolnshire Healthy Lifestyle Service - support you to improve your wellbeing, including your mental and emotional health. The service can be accessed in numerous settings across North Lincolnshire. To make an appointment with our friendly team, please telephone 01724 298212 or email nlc.healthy lifestyles@nhs.net.
- Visit your GP or doctor.
- Speak to friends and family.
- With Me In Mind <https://www.withmeinmind.co.uk/north-lincolnshire/>

For support on specific mental health needs:

- Anxiety UK www.anxietyuk.org.uk
- Cruise Bereavement Care - 01724 281178
- OCD UK www.ocduk.org
- Depression Alliance www.depressoinalliance.org
- Delta - support for substance misuse - 01724 294503
- Eating Disorders www.b-eat.co.uk and www.inourhands.com
- National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org
- <https://www.nhs.uk/conditions/stress-anxiety-depression/> - Mood self Assessment tool and more information on specific mental health needs.
- Calm Harm app- to help manage and resist thoughts of self harm - <https://calmharm.co.uk/>

For general information and support:

- www.youngminds.org.uk champions young people’s mental health and wellbeing
- www.mind.org.uk offers advice and support on mental health problems
- www.minded.org.uk (e-learning)

- www.time-to-change.org.uk tackles the stigma of mental health
- www.rethink.org challenges attitudes towards mental health
- <https://www.mentalhealth.org.uk/your-mental-health/looking-after-your-mental-health>
Looking after your mental health.
- <https://www.samaritans.org/> offer support 24 hours a day 365 days a year. Call 116 123 (free).
- Life Central - website to give young people the information they need to help themselves make lifestyle changes for better emotional health and wellbeing.
<https://www.life-central.org/>
- Kooth <https://www.kooth.com/>
- The Mix - judgement-free information and support to young people aged 13-25 on a range of issues including mental health problems. Young people can access the The Mix's support via phone, email, webchat, peer to peer and counselling services. - Telephone: 0808 808 4994 (11am-11pm, free to call) Crisis Support: [Text 'THEMIX' to 85258](https://www.themix.org.uk/text)

Appendix 3: Procedure to follow in the case of a mental health concern / crisis:

