



Mental Health and Well-Being Policy

Our Vision

From tiny seeds, we grow and learn together

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world.

Our team of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy

Jesus told them a parable: "The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter."

Mental Health definition:

"a state of wellbeing in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community" - World Health Organisation

Policy Statement

At Crookham C of E Infant School, we are committed to promoting a positive mental health and well-being of our pupils, staff and community. Our aim is to foster an inclusive, nurturing environment where everyone feels safe, supported, and valued. We believe mental health is as important as physical health and it is integral to our ability to flourish, as articulated in our vision and values of Love, Courage and Joy. We pursue this aim using universal, whole school approaches and specialised targeted approaches aimed at vulnerable students and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. We know that

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everyone experiences life challenges that make us vulnerable, and at times anyone may need additional emotional support.

Scope

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

Aims of this Policy

The aims of this policy are to:

- Promote positive mental health and well-being in our school community, including pupils, parents, staff and governors.
- Create a culture where mental health is openly discussed and stigma is challenged.
- Provide a clear framework for promoting positive mental health and wellbeing for pupils, staff, and the wider school community.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Ensure that mental health concerns are identified early and appropriate support is provided.
- Offer structured systems of support through school practices, pastoral care, and external partnerships.

Concerns about Positive Mental health and Wellbeing

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. 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 children with mental health needs get early intervention and the support they need.

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

- **Mrs Monique Clark – Designated Safeguarding Lead**
- **Miss Rebecca Howard – Deputy Designated Safeguarding Lead**
- **Miss Rebecca Howard – Mental Health First Aid Lead**
- **Mrs Monique Clark – SENDCo**
- **Mr Adam Young – PHSE Lead**
- **ELSA – Mrs Marie McGill**

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School staff could become aware of changes in behaviour which may indicate a student is experiencing mental health or emotional wellbeing issues.

These changes may include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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
- 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

Staff should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Headteacher or the mental health lead, in the first instance. If there is a concern that the student is in danger of immediate harm then the school's child protection procedures should be followed. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting emergency services if necessary.

On occasion, a referral to CAMHS may be appropriate, this will be led and managed by the Headteacher. Guidance about referring to CAMHS is provided in Appendix A

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Teaching about Mental Health - Whole School Awareness

Promoting mental health and emotional wellbeing in an integral part of our curriculum and school culture. We aim to equip our pupils with the knowledge, skills, and attitude to manage their mental health, support their peers and seek help when needed. The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy safe are included as part of

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our PSHCE curriculum and embedded throughout our school learning community in line with the [DfE RSE guidance](#) (note this is statutory from 2020).

So that by the end of Primary School pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

The specific content of lessons will be determined by the specific needs of each cohort but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. Lessons will also be supported by assemblies throughout the year talking about Mental Health.

Whole School Activities:

Collective Worship

Good News Collective Worship

Themed Days/Weeks (Raise awareness for mental health, e.g. Hello Yellow/Odd Socks)

Wellbeing challenges (PTA- 'FOCIS')

Classroom Activities:

Stormbreak Sessions (Mental Health initiative followed across the whole school)

PSHE Lessons (SCARF)

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Zones of Regulation

Classroom helpers

Calm/Quiet spaces

Transition activities (Year group to Year group- additional visits for those who may need it)

Teaching about Mental Health – Stormbreak – Mental Health Initiative

"When the storm rages, we teach children to find shelter and create light, calm and change through movement" – Stormbreak

All children at Crookham Infants have access to **Stormbreak** sessions. [Stormbreak](#) aims to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive in everyday life. We aim to embed mentally healthy movements for every child, every day!

Stormbreak activities are based on the 5 Areas of Mental Health:

- [Resilience](#)
- [Self-Worth](#)
- [Self-Care](#)
- [Hope and Optimism](#)
- [Relationships](#)

Stormbreak aims to remove the stigma around mental health and encourages children to regulate their emotions and develop empathy for their peers. More information can be found: <https://www.stormbreak.org.uk/>

Managing Disclosures

At times, a pupil may choose to tell a staff member concerns that they have about their own emotions or well-being. All staff need to know how to respond appropriately to a disclosure.

All staff should respond in a calm, supportive and non-judgemental way.

Staff should listen rather than advise and their first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on a Record of Concern form and shared with the Headteacher and Mental Health Lead, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

Staff must be honest with regards to the issue of confidentiality. They should never promise the child that they will keep this to themselves, and should inform the pupil who they are going to talk to, what they are going to tell them and why it is important that they pass these concerns on.

Informing Parents/Carers

Parents will usually be informed if a child makes a disclosure and staff need to be sensitive when sharing this with parents/carers. It can be upsetting for parents to learn of their child's issues and staff should give the parent/ carer time to reflect. A brief record of the meeting should be kept in line with school policy. Staff should always highlight further sources of information where possible to offer support to the parent

However, if a child gives reason to believe that there may be underlying child protection issues, parents may not be informed and the Designated Safeguarding Lead should be informed immediately so that a referral can be made.

Working with parents/carers and the school community

We recognise the family plays an important role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring that all parents are aware of who to talk to if they have any concerns about their child's mental health and wellbeing
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.)
- Make the school policy easily accessible to parents and carers
- Keep parents informed about the topics that children are learning about in school.
- Carry out parent workshops/information sessions to raise awareness of mental health and well-being.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. The Mental Health Lead will receive professional Mental Health First Aid training or equivalent. We will publish relevant information to staff who wish to learn more about mental health and this policy will be provided to all staff as part of their induction. 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.

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We will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health throughout the year and as appropriate.

Suggestions for individual, group or whole school CPD should be discussed with the Mental health Lead who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every two years as a minimum.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Mental Health lead.

Appendix A: Guidance about CAMHS referral

If the referral is urgent it should be initiated by phone so that CAMHS can advise of best next steps

Before making the referral, have a clear outcome in mind, what do you want CAMHS to do? You might be looking for advice, strategies, support or a diagnosis for instance.

You must also be able to provide evidence to CAMHS about what intervention and support has been offered to the pupil by the school and the impact of this. CAMHS will always ask ‘What have you tried?’ so be prepared to supply relevant evidence, reports and records.

General considerations

- Have you met with the parent(s)/carer(s) and the referred child/children?
- Has the referral to CAMHS been discussed with a parent / carer and the referred pupil?
- Has a parent / carer given consent for the referral?
- What are the parent/carers attitudes to the referral?

Basic information

- Is there a child protection plan in place?
- Is the child looked after?
- name and date of birth of referred child/children
- address and telephone number
- who has parental responsibility?
- surnames if different to child's
- GP details
- What is the ethnicity of the pupil / family.
- Will an interpreter be needed?

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- Are there other agencies involved?

Reason for referral

- What are the specific difficulties that you want CAMHS to address?
- How long has this been a problem and why is the family seeking help now?
- Is the problem situation-specific or more generalised?
- Your understanding of the problem/issues involved.

Further helpful information

- Who else is living at home and details of separated parents if appropriate?
- Name of school
- Who else has been or is professionally involved and in what capacity?
- Has there been any previous contact with our department?
- Has there been any previous contact with social services?
- Details of any known protective factors
- Any relevant history i.e. family, life events and/or developmental factors
- Are there any recent changes in the pupil's or family's life?
- Are there any known risks, to self, to others or to professionals?
- Is there a history of developmental delay e.g. speech and language delay
- Are there any symptoms of ADHD/ASD and if so have you talked to the Educational psychologist?