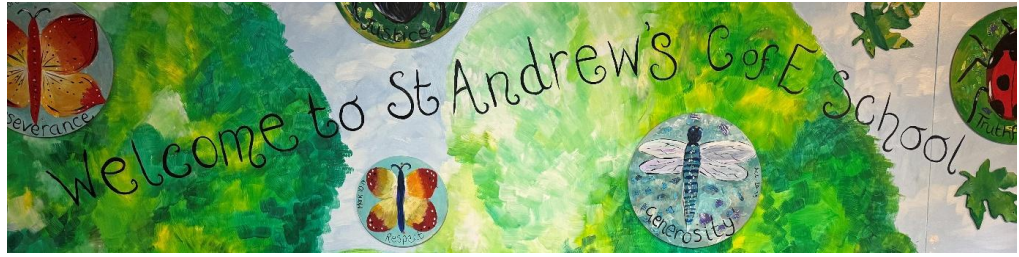




# Mental Health & Wellbeing Policy



At St Andrew's CE School and Nursery, we seek for all of our pupils to live positive lives based on our three key values.

1. We seek to enable children to learn the attitudes, values and discipline to succeed. **Key value - perseverance**
2. To find joy, people need to connect in a meaningful way with others, their community and with the world around them. **Key value - friendship**
3. To live with peace, people must feel safe and develop a sense of inner belonging and security. To achieve this, our pupils and staff are taught to develop healthy relationships and live by values which allow trusting relationships to develop. **Key value - Respect**

## Policy statement:

At St. Andrew's CE School and Nursery 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
- Equality 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.

## 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 to promote positive mental health and wellbeing in the school community.

## Special Educational Needs and Disabilities Coordinator (SENDCO)

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENDCO 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 SENDCO 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 use Motional to monitor and track children and put relevant interventions in place based on data input.

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 SENDCO 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 (at least) as Mental Health First Aider
- Safeguarding training
- Trauma informed training

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>
- Child bereavement
  - [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://winstonswish.org)
  - [Home - Touchstones Support \(touchstones-support.org.uk\)](http://touchstones-support.org.uk)
  - [England - 2 Wish](#)
  - [Talk to Footsteps](#)
- [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	Our school is rooted in a trauma-informed philosophy, recognising that every child arrives with a unique story. We prioritise emotional safety, trust, and connection, creating an environment where children feel seen, heard, and valued. Through a high-nurture approach, we foster strong relationships between staff and pupils, with focuses on conflict resolution and zones of regulation.	<a href="#">Virtual school training and bespoke packages for schools</a> <a href="#">  Worcestershire County Council</a>

<p><b>Curriculum: teaching and learning</b></p>	<p>Our curriculum promotes resilience and supports social and emotional learning, through PSHE, E-safety within Computing, Collective worship to reflect and develop values and self-esteem and physical activity.</p>	
<p><b>School strategies</b></p>	<p>Assemblies to raise awareness of mental health and wellbeing</p> <p>Mental Health awareness raising the topic e.g Newsletter and Class Dojo posts</p> <p>Anti-bullying approach and restorative justice approach</p> <p>Play leaders to support games at lunchtime and inclusion</p> <p>Outdoor classes/classrooms/working in and with nature</p> <p>Fliers/ posters/posts on Class Dojo</p> <p>Whole class motional activities</p> <p>Emotion coaching</p> <p>Positive praise and framing</p> <p>Enrichment activities – trips, clubs, residential.</p> <p>Sport coaching at lunchtimes</p> <p>Nurture club provision at lunch times – The Orchard</p>	<p><a href="#">School Zone   Campaigns   Campaign Resource Centre</a></p> <p><a href="#">Mental health assemblies - Peer Education Project (PEP)   Mental Health Foundation</a></p> <p><a href="#">Mental health (pshe-association.org.uk)</a></p> <p><a href="#">Resource hub: Mentally Healthy Schools</a></p> <p><a href="#">Parenting Mental Health   Home Examples of peer support schemes (anti-bullyingalliance.org.uk)</a></p> <p><a href="#">Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk)</a></p> <p><a href="#">Etruscan Primary School - Friendship and Playground Buddies</a></p> <p><a href="#">Outdoor learning ideas   Learning through Landscapes (ltl.org.uk)</a></p> <p><a href="https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf">https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf</a></p> <p><a href="#">An introduction to active learning and active classrooms (governorsforschools.org.uk)</a></p> <p><a href="#">Include pupils, staff and parents and carers in decision-making   Anna Freud</a></p> <p><a href="#">Pupil voice: Mentally Healthy Schools Inspiring and enabling pupil and learner voice – Teaching (blog.gov.uk)</a></p>

Proud books

Reward/sticker charts



# 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.



WCF 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 Early Career Teachers (ECTs) 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:

- Managing staff attendance document
- Staff grievance policy
- Disciplinary policy
- Recruitment 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.
- Teacher appraisal that is focused on supportive coaching and that concentrates on positive practices and solutions.
- Targets aim to be optimistic, 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
- Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges.

## Monitoring and Audit:

This policy will be monitored by the SMHL every two years.

This policy will be audited biennially and shared with governors at the time of the policy review.

## 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

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.

## MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS WHAT IS AVAILABLE IN WORCESTERSHIRE

<p><b>UNIVERSAL &amp; PREVENTATIVE</b></p>	<ul style="list-style-type: none"> <li>• Senior Mental Health Lead Training</li> <li>• Whole School Mental Health Approaches</li> <li>• Trauma Informed training</li> <li>• Inclusion website</li> <li>• PSHE curriculum</li> <li>• Early Help website</li> <li>• Starting Well website</li> <li>• Training offer from WCF services</li> <li>• Papyrus training</li> <li>• WEST website</li> <li>• Perryfields PRU toolkit</li> </ul>
<p><b>EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)</b></p>	<ul style="list-style-type: none"> <li>• Emotional Literacy Support Assistants (ELSA)</li> <li>• Mental Health Ambassadors</li> <li>• Mental Health First Aiders</li> <li>• Early Help Offer</li> <li>• Starting Well Service Offer</li> <li>• Directory of Mental Health support</li> </ul>
<p><b>TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)</b></p>	<ul style="list-style-type: none"> <li>• WEST teams</li> <li>• WCF Autism/CCN team</li> <li>• WCF Educational Psychology Service</li> <li>• School nursing team</li> <li>• CAMHS Reach for Wellbeing</li> <li>• Act On It</li> <li>• CAMHS CAST</li> <li>• Anchor</li> <li>• Social Prescribing through GPs</li> <li>• Community Paediatricians</li> <li>• Family Front Door</li> <li>• AP Directory</li> </ul>
<p><b>SPECIAL SUPPORT</b></p>	<ul style="list-style-type: none"> <li>• Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)</li> </ul>