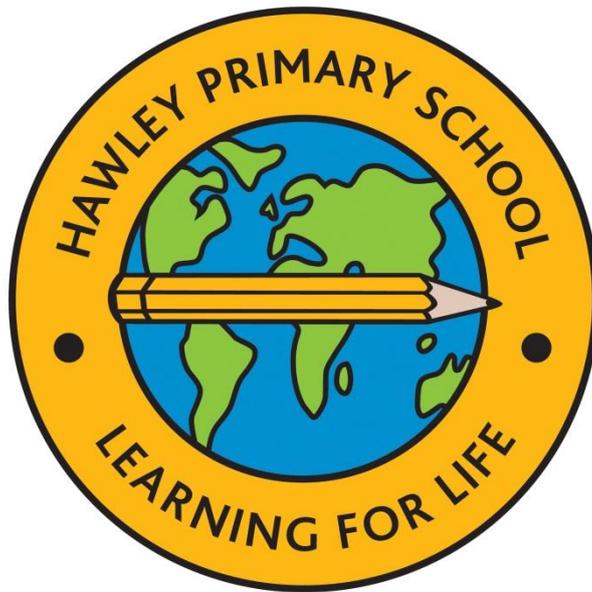


Hawley Primary School



Pupil Mental Health and Wellbeing Policy

AGREED BY HEADTEACHER: Autumn 2025

LATEST REVIEW: Autumn 2025

NEXT REVIEW: Autumn 2026

At Hawley Primary School, we are committed to promoting positive mental health and wellbeing for all pupils, parents, carers, staff and other stakeholders.

Aims:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them appropriate resources

Legislation and Guidance

This policy was written considering:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Wellbeing Team as soon as possible.

These staff members include:

- Headteacher/Designated safeguarding lead (DSL)
- Special educational needs co-ordinator (SENCO)
- Mental health lead
- PSHE lead
- Attendance lead

Targeted Support

We recognise that some children are at greater risk of experiencing poor mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, reassuring and non-judgmental. All disclosures will be recorded confidentially on CPOMs and actioned by the DSL or DDSLs.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL, DDSL's or Mental Health lead. All disclosures are recorded on CPOMs and actioned by the DSL or DDSLs.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first. Parents/carers will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL, DDSL or mental health lead.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL, DDSL or mental health lead will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting Pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, Raising awareness of mental health during assemblies, PSHE sessions, My Happy Mind programme and mental health awareness day/ week.

- Signposting all pupils to sources of online support on our school website
- Staff aware of provision map to guide offer of support for children, staff and parents.
- Having open discussions about mental health during lessons
- My Happy Mind programme is embedded and used across the school to support children's development and awareness of mental health and wellbeing.
- Happiness Heroes pupil voice group supporting peers with wellbeing
- Happy breathing or wellness activities provided to all children daily.
- Appointed senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Referrals made to ELSA support by class teachers in conjunction with parents
- Two ELSA trained staff available within school
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - P4C
 - Listening café

Assessing what further support is needed

If a pupil is identified as having a mental health need, the ELSA will take a graduated and case-by-case approach to assessing the support our school can provide.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support

- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities list on the provision map (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE and share ideas for extending and exploring this learning at home.

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

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.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

Individual healthcare plans (IHPs)

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)

- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

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

Signposting

Sources of support are linked to on our school website, so pupils and parents/carers are aware of how they can get help. The Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Mental health is taught in PSHE

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

Support for Staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

Outline the support offered to staff, e.g.

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Linked policies

- Child Protection
- Safeguarding policy
- SEND
- Positive Relationship's and Behaviour Management
- Anti-bullying

Social Emotional and Mental Health Children		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
<ul style="list-style-type: none"> • Positive approach to behaviour management- use of Class DOJO and reward (whole school approach) • Positive reinforcement and praise • Whole school culture of building strong positive relationships • Golden assembly to celebrate achievements • PSHE curriculum (PSHE association) • My Happy mind programme taught across the school • My happy breathing and calming strategies taught across the school • Specific mental health and transition lessons taught weekly in year 6 • Happiness heroes (wellbeing ambassadors) • Year R/Year 6 buddies • Worry post box located outside the den • My Happy Mind and wellbeing display showing strategies for resilience and growth mind set 	Behaviour plan Home school diary Agreed area for time in/break out area <u>Specific group interventions:</u> Social Skills Anger management group Therapeutic story writing https://www.healthforkids.co.uk/ Provides age-appropriate information and links for support	ELSA (by referral) Play therapy School Nurse team- 01252 335855 Immunisation team- 01252 335142 <u>Support, guidance, referral and target setting from outside agencies:</u> <ul style="list-style-type: none"> • Include programme (young carers) • Charlie Waller Trust (online resources) • Cams • Field of Grace (support for eating disorders) • Addictive Eaters Anonymous Farnborough • Safe Haven (young people who are experiencing difficulties with their mental health age 10-17) • PBS (Thrive) • Hampshire youth access Child Line Young minds
Social Emotional and Mental Health Parents and Carers		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
Open door policy Coffee morning/ parent information sessions Parent consultations	SENCo Tea and tissues for new entrants Hampshire parent carer network-monthly and face to face parent support groups Further information contact marybaldwin@hpcn.org.uk	TAF/ CIN meeting Chat Health Text advice service for parents with children aged 5-19- 07507332417 <u>Support, guidance, referral and target setting from outside agencies:</u> <ul style="list-style-type: none"> • Big Fish 117 Excellent project (Advice, drop in, family support) • The Oasis (over 18's crisis care support) • Talk plus (anxiety, depression, stress, phobias, OCD) • PANDAS foundation fleet (pre and postnatal depression)

		<ul style="list-style-type: none"> • OCD support group fleet (support group for people with OCD or BDD)
Social Emotional and Mental Health School Staff		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
<p>My Happy mind staff wellbeing sessions- time to reflect on wellbeing/ mental health</p> <ul style="list-style-type: none"> • Mental health and wellbeing training/information sessions for staff • Hampshire Health in Education website free e-learning training • Planned staff exercise sessions 		<ul style="list-style-type: none"> • Education Support- Free for all Teachers and TA's- 08000562561 • The Oasis (over 18's crisis care support) • Talk plus (anxiety, depression, stress, phobias, OCD) • OCD support group fleet (support group for people with OCD or BDD)