



UpHolland Roby Mill C of E Primary School

In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.

'We are brave and strong and stand fast in faith; all that we do, we do in love.' 1 Corinthians 16:13

Positive Mental Health and Wellbeing Policy and Procedures

March 2025

According to the World Health Organisation:

Mental health is a state of wellbeing in which every individual realises his or her own potential, 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. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.

At UpHolland Roby Mill C of E Primary School, we are committed to the protection and promotion of positive mental health and wellbeing for all students and staff. We will continuously endeavour to improve the mental health of the school community by utilising a whole school approach to mental health, and via the identification and implementation of positive processes and practices which promote good mental health and wellbeing. Through our main Christian Values of Love, Hope and Courage we strive to enable all pupils and staff member to flourish.

Policy Aims

By developing and implementing practical, effective and positive policies and procedures relevant to our school and developed in conjunction with students and their parents and carers, we can promote a safe and supportive environment and ethos which is conducive to the mental health and wellbeing of the whole school community.

We will:

- Support students to understand their emotions
- Help children to manage change and adversity and develop resilience
- Provide an environment which is conducive to students sharing concerns about themselves or others

We will promote a mentally healthy school environment by:

- Adopting a whole school approach to mental health and wellbeing
- Raising awareness in the whole school community of the signs and symptoms of mental health problems
- Supporting staff to manage their own mental health and wellbeing
- Supporting staff to respond swiftly and effectively to any signs of an emerging mental health problem
- Engaging in activities which promote mental health and wellbeing and a sense of belonging in the whole school community
- Celebrating individual differences in students, ensuring all students feel valued and respected
- Valuing and celebrating non-academic achievements
- Developing spirituality of all pupils and staff

Lead Members of Staff

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

- Nicola Grand, Sophie Bennett, Niki Ashworth - Designated safeguarding leads
- Nicola Grand - Mental health lead
- Sophie Bennett - Lead first aider
- Nicola Grand - Head of RSHE

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance.

In the event of any concerns that a student may be at risk of immediate harm, the school's child protection procedures should be followed, with an immediate referral to the designated safeguarding lead or the designated governor.

If the student presents as a medical emergency, then the school's procedures for medical emergencies should be followed, including the involvement of first aid staff and contacting the emergency services.

Where a referral to Children and Young Peoples Mental Health Services (CAMHS) is appropriate, this will be led and managed by Nicola Grand, Mental Health Lead.

Individual Care Plans

In instances where a student has received a diagnosis of a mental health problem, an individual care plan will be developed. Care plan development should be a collaborative process, involving the student, the parents and carers and any relevant health professionals. The care plan may include:

- Details of the student's mental health problem and any diagnosis
- Details of any prescribed medication and any reported side effects
- Special requirements and precautions
- What to do and who to contact in an emergency
- The role the school can play
- The role that parents and carers can play

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental RSHE curriculum.

We use 1decision scheme of work which covers many aspects of mental health. We also deliver the Kidsafe programme to all our pupils.

The content of lessons can be determined by the specific needs of the cohort we are teaching, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to identify when mental health problems may be emerging, and to seek appropriate support when needed, for themselves or others.

We will follow the RSE statutory guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Support and Signposting

Whenever we highlight sources of support, we will increase the chance of student help-seeking. We will ensure that staff, students, and parents and carers are aware of sources of support within school and in the local community, including outlining:

- The help that is available
- Who the help is for
- The reasons for accessing the support
- When to access the support
- How to access the support
- What is likely to happen once the student has accessed the support

We will display relevant sources of support in communal areas such as corridors, and will regularly highlight sources of support to students within relevant parts of the curriculum.

Warning Signs

School staff may become aware of warning signs which may indicate a student 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 to Nicola Grand, our mental health and emotional wellbeing lead. We all differ in outward manifestations of distress, so it is important to consider any signs of change, for example, someone who is normally outgoing and communicative becoming less talkative and more withdrawn. It is important to emphasise that for some students experiencing distress, there may not be any apparent warning signs, or the student may actively be trying to hide their distress.

Potential warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to 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
- Evidence of use of non-prescribed drugs or alcohol
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Unsuitable clothing (for example, long sleeves in warm weather)
- Secretive or unusual behaviour
- Avoiding attendance at PE or getting changed secretly
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

Managing disclosures

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should focus on listening in the first instance, rather than thinking about giving advice or offering solutions. Our first intent should be on the provision of a safe and secure space to discuss the student's concerns and promoting their emotional and physical safety.

All disclosures should be recorded on CPoms.

- The date and time of the disclosure
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed actions

This information should be shared with the mental health lead, who will store the record appropriately and offer support and advice about next steps.

Working with Parents and Carers

We recognise the importance of working with and supporting parents and carers as part of our whole school approach to mental health and wellbeing. In order to support parents and carers, we will:

- Ensure that this policy is available in accessible formats including multiple languages where required
- Make the policy, and other sources of information and support about common mental health issues, available in a prominent position on our school website
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child
- Ensure that parents and carers are aware of the support available within the school and externally
- Share ideas about how parents can support positive mental health in their children through our regular posters, information leaflets and through Classdojo
- Keep parents and carers informed about the mental health topics their children are learning about in RSHE and during Kidsafe sessions and share ideas for extending and exploring this learning at home
- Provide opportunities for parents to be involved in any training or other activities which may help them support their child's mental health

Policy Review

This policy will be reviewed every three years as a minimum. It is next due for review in April 2028.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis to reflect changes and current needs.