



# Grimoldby Primary School Pupil Mental Health and Wellbeing Policy

Date of Approval: March 2025

Date for Review: March 2026

## **Aims**

At Grimoldby Primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- 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 with access to resources

It should be read alongside:

- Accessibility policy
- SEND policy
- PSHE and RSE Policy
- Behaviour policy
- Safeguarding policy

## **Legislation and guidance**

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

## **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 Antonia Coy as Designated Safeguarding Lead (DSL)/Senior Mental Health Lead.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Antonia Coy (Headteacher, Designated Safeguarding Lead, Senior Mental Health Lead, Wellbeing Team Lead)
- Becky Taylor (Deputy Headteacher, Deputy Designated Safeguarding Lead, PSHE Lead, Wellbeing Team)
- Caroline Jaines (Designated Safeguarding Lead, Family Support Worker, Wellbeing Team)
- Sophie Waters (Special educational needs co-ordinator (SENCO), Designated Safeguarding Lead)
- Becky Fisher (ELSA, Wellbeing Team)
- Pippa Lammin (ELSA, Wellbeing Team)

### **Warning Signs**

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs may 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

Pupils may 'flag up' a concern through the use of the Wellbeing check-in. In EYFS and Key Stage One, pupils can move their name tags onto a colour monster to represent how they are feeling (calm, happy, sad, worried, scared, angry). In Key Stage Two, pupils can use an iPad to scan a QR code to complete a short check-in. This enables instant conversations to take place between staff and pupils to ascertain if further, immediate action is required. In Key Stage Two, pupils can 'flag-up' a concern about another pupil if they are concerned about them by inserting their name.

Four times per year, pupils in KS1 and KS2 also complete a Resilience and Engagement Scale questionnaire. Year 1 staff complete these based on their knowledge of the children and Reception staff complete them in the summer term. This information is then collated and used by the Wellbeing Team to manage where support is targeted across the school.

### **Managing Disclosures**

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

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. All disclosures are recorded and stored in the pupil's confidential file on CPOMS.

### **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

Staff should always share disclosures with the Headteacher (DSL). 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

Parents/carers will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

### **Supporting Pupils**

As part of Grimoldby Primary School's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE lessons and mental health awareness day and week, taking part in 'wellbeing' walks in the local community
- Signposting all pupils and parents to sources of online support on our school website
- Having open discussions about mental health during lessons/assemblies
- Monitoring all pupils' mental health through the Resilience and Engagement Scale (REST) questionnaires
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through our Family Support Worker, two ELSA (Emotional Literacy Support Assistant) trained Teaching Assistants and Maisie our Therapy Dog
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

- Daily wellbeing check-in
- Worry boxes/worry monster (pupils can write down any worries and put these inside)
- Sharing of appropriate stories

### **Support**

If a pupil is identified as having a mental health need, our Wellbeing Team will take a graduated and case-by-case approach to assessing the support school can provide. The support offered at our school includes, but is not limited to:

- One-to-one work with either the Family Support Worker or an ELSA Teaching Assistant
- Support from our Therapy Dog
- Support during 'trigger points' throughout the day
- Cards to notify adults of a need

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 (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services

### **Supporting and collaborating with parents**

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

### **Signposting**

The members of our Safeguarding and Wellbeing Teams are displayed around our school and on our school website, so pupils and parents/carers are aware of who to speak to for more help.

The Family Support Worker will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

### **Whole School Approach**

Mental Health is taught in PSHE lessons. Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A weekly, age-appropriate lesson, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle piece) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Staff create an open culture around mental health by discussing mental health with pupils in order to break down stigma and encourage pupils to disclose when their mental health is deteriorating.

### **Training and support for staff**

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

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:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves and signpost them to the appropriate services
- Create a pleasant and supportive work environment