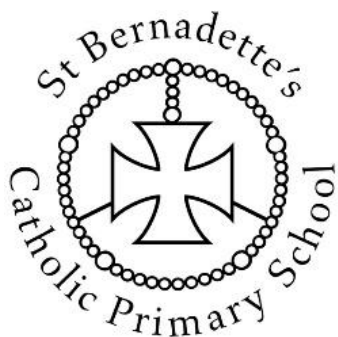


Pupil Mental Health and Wellbeing Policy



Approved by:	FGB	Date: March 2025 (2023 new version of policy) January 2026
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1. Aims

At St Bernadette's Catholic 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 the policies below:

- Behaviour and Discipline Policy
- Child protection and safeguarding policy
- Supporting pupils with Medical Needs Policy
- Inclusion policy

2. Legislation and guidance

This policy was written with regard to:

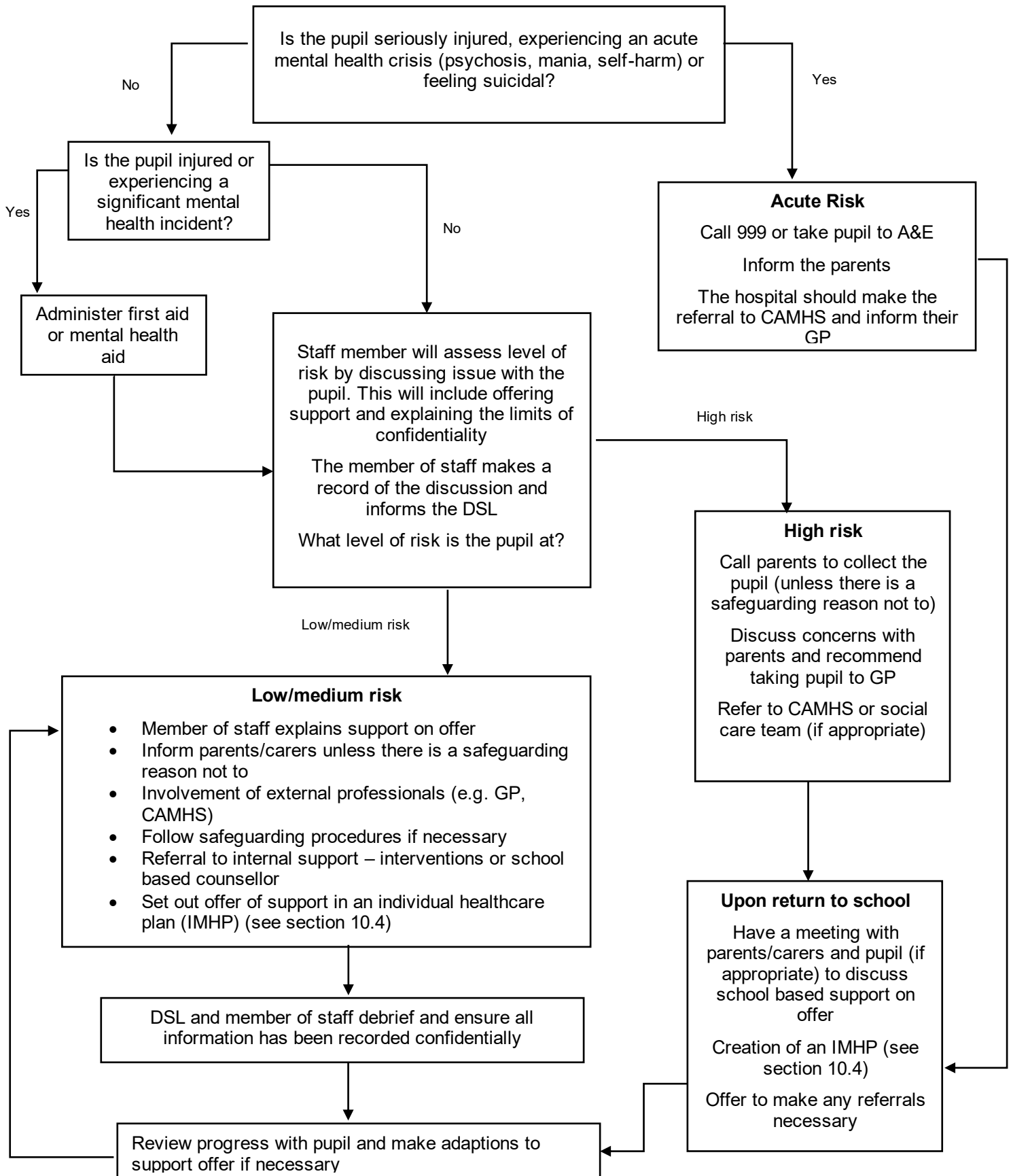
- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the 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 DSL/Mental Health Lead. Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher /Designated safeguarding lead (DSL)- Mrs Jane Zamora
- Mental Health Lead/Deputy DSL - Mrs Melanie Smith
- Inclusion Manager (SENCO) – Mrs Francesca Lazzari
- Learning Mentor/Deputy DSL - Mrs Charlotte Potter

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

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
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- 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

6. 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 the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Lead(DSL)/Deputy DSLs. All disclosures are recorded and stored in the pupil's confidential child protection file.

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

7. Confidentiality

Staff should 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 at least one appropriate colleague. This will usually be the DSL/Mental Health Lead. 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 will be informed unless there is a child protection concern. In this case the Child Protection Policy will be followed.

7.1 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/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 you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL/ 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

8. Supporting pupils

8.1 Baseline support for all pupils

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

- Raising awareness of mental health during assemblies, PSHE and Children's mental health weeks, anti-Bullying week, E Safety week
- Signposting all pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all pupils' mental health through survey e.g. a strengths and difficulties questionnaire
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Making classrooms a safe space to discuss mental health and wellbeing through interventions

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Lead will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

The 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

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school is outlined in Appendix A.

8.4 Individual Mental Health Care plans (IMHPs)

A pupil will be offered an individual healthcare plan (IMHP) if required. IMHPs (see appendix B) are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IMHP 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 the school needs to be aware of the child's condition
- What to do in an emergency

8.5 Making external referrals

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

A pupil could be referred to:

- GP or paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services
- Mental Health Support Team

9. Supporting and collaborating with parents and carers

We will work with parents and 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 forums)
- Keeping parents/carers informed about the mental health topics their child is learning about at school, and share ideas for extending and exploring this learning at home

When informing parents 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 the school will ensure that parents 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 mental healthcare plan (IMHP) will be created in collaboration with parents/carers (see section 10.4).

10. Supporting peers

Watching a friend experience poor mental health can be extremely 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

11. Signposting

Sources of support will be displayed around the school and linked to on the school website, so pupils and parents 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.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

We will follow the PSHE Association and Catholic Education Service Guidance through our RSHE, PSHE and Values curricula to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner which helps rather than harms.

Pupils will be taught to:

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

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

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

13. 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

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme – School Advisory Service

For additional information please refer to Appendix D – St Bernadette's Staff Mental Health Charter

15. Monitoring arrangements

This policy will be reviewed by Mental Health Lead annually in January. At every review, the policy will be approved by the governing board.

Appendix A: Sources or support at school and in the local community

School Based Support

Referral to the school's Learning Mentor for 1:1 and group pastoral support including SHINE provision for vulnerable pupils	Anti-bullying focus weeks with advice for pupils	Rainbows support for pupils suffering loss of bereavement
Drop-in facility with Learning Mentor	Leaflets and posters around school - What to do if worried, NSPCC posters and anti-bullying	Mental Health Week assemblies and discussions. Children's Mental Health Pupil Voice survey annually February
Termly consultation facility with School Nurse	Wish and worry boxes for older pupils	Pupil Wellbeing questionnaires
Pupil Champion Programme	Advice from & Referral to Specialist Teachers -SEMH	E-safety lessons for pupils and info sessions for parents
Regular promotion of Child Line through assemblies, display posters and RSE lessons	RSE lessons covering issues such as healthy relationships, puberty, sexual intercourse, FGM and forced marriage	Staff team working approach focusing on Healthy Minds and improving provision and outcomes for pupils
Emotional Literacy assessments and Boxall Profile assessments for any pupil whose wellbeing is of concerns	Curriculum linking physical health to mental health - Daily Milton Mile, gardening, Health Eating Policy, Annual Healthy Community Week	Website information on general safeguarding, positive discipline, FGM, Mental Health, CSE, the PREVENT duty, and Internet Safety
Feelings Flowers and Time to Talk bags for the younger pupils	FACT and FACT+ assessments for children demonstrating difficulties in language and social communication development	Bully Busters system to support positive play and friendships on the playground
Friendship benches and friendship stops to support children struggling socially on the playground	Behaviour logging system with restorative justice approach and self-reflection through WWJD sheets	Prayer zone to support the spiritual development and opportunities for calm reflection and meditation
Clear curriculum mapping to promote British Values	Clear system for raising concerns about a child's physical, emotional and mental health	Advice leaflets for parents on themes such as e-safety and positive discipline
Liaison with CFP practitioners through CAF Assessments	Spirit of St Bernadette's weekly awards to support positive interaction between pupils	

Local Community Based Support

CAMHS: Eaglestone Health Centre, Standing Way, Milton Keynes, MK6 5AZ,

Telephone: 01908 724544 A telephone referrals and advice line is available Monday to Friday 9am until 5pm on 01908 72 5372

Ride High: Ride High Equestrian Centre, Redland Drive, Loughton, Milton Keynes, MK5 8HD Email info@ridehigh.org or call 01525 261442 / 07507 308943

School Nursing Service: Stantonbury Health Centre, Purbeck Stantonbury, Milton Keynes, MK14 6BL Tel. 01908 725100

The Samaritans: Address: 161 Fishermead Blvd, Fishermead, Milton Keynes MK6 2AB
Phone: 01908 667777

Connection Support Milton Keynes: support for people who are facing housing issues, arising from a range of individual circumstances and backgrounds 01908 363492

The Richmond Fellowship 80 Boycott Avenue, Oldbrook, Milton Keynes, MK6 2QD Tel 01908 606523

Rethink Mental Illness 11 Winchester Circle, Kingston, Milton Keynes, Buckinghamshire, MK10 0BA Tel 01908 585085 <https://www.rethink.org/>

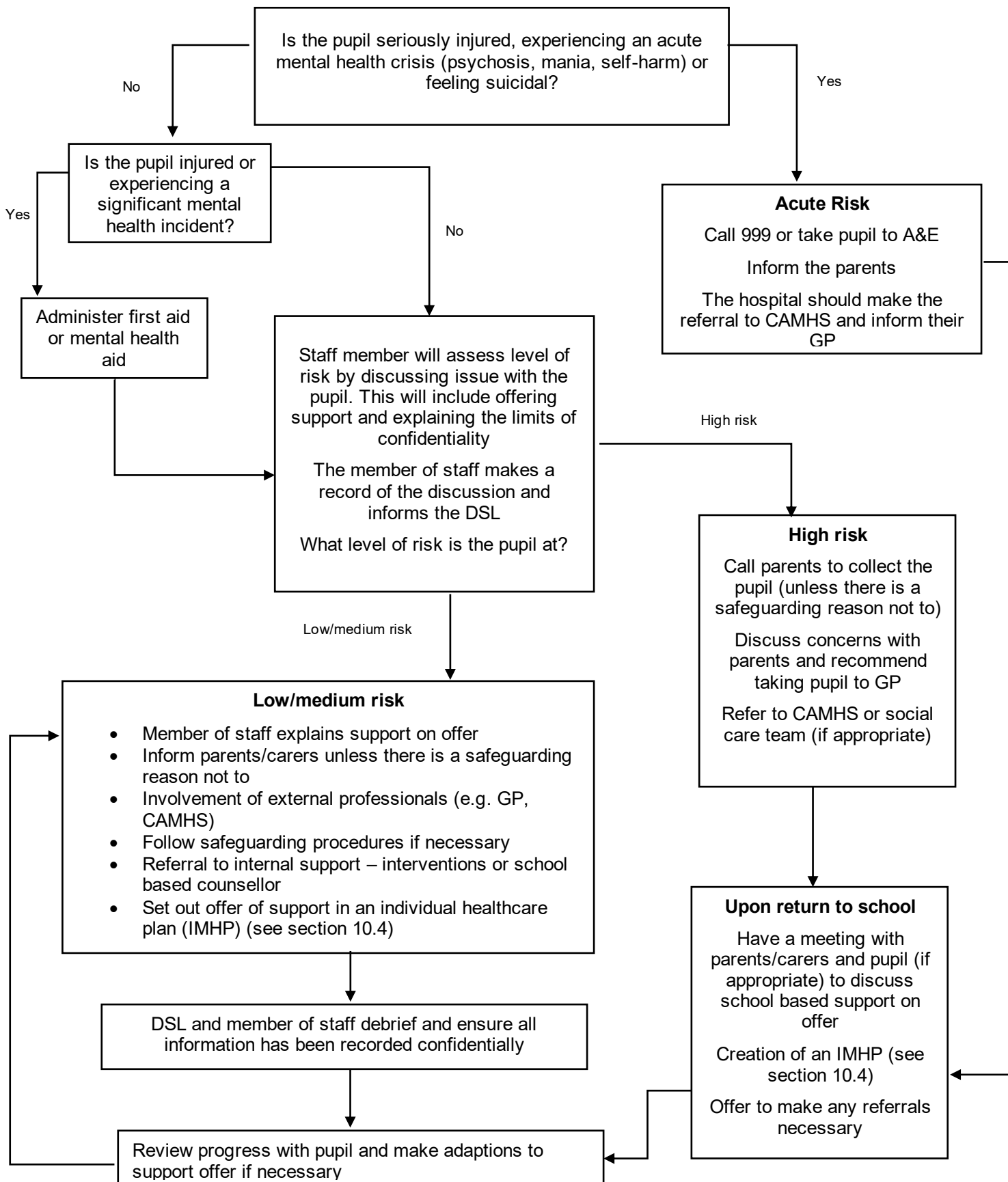
Appendix B

St Bernadette's Catholic Primary School Individual Mental Healthcare Plan (IMHP)



Name of Pupil	
DOB:	
Year: Class:	
Description of mental health concern/issue (including triggers, signs, symptoms and treatments)	
The pupil's needs resulting from the concern/issue	
Specific support for the child's educational, social and emotional needs	
Level of support needed	Who will provide the support
Who in school needs to be aware of the concern/issue	What to do in an emergency
IMHP created by:	
Date of IMHP:	
Review date of IMHP:	

Procedure to follow in a case of acute mental health crisis





Appendix C

Mental Health Charter St Bernadette's Pledge

1. At St Bernadette's, we will prioritise staff well-being and regularly provide staff meetings, support, and training opportunities.
2. At St Bernadette's, we will provide staff with the support they need to take responsibility for their own and other people's well-being.
3. At St Bernadette's, Leaders will be given access to the tools and resources they need to support the well-being of those they line manage.
4. At St Bernadette's, we will establish a clear communication policy, which will be regularly reviewed and adapted.
5. At St Bernadette's, staff will be provided with opportunities to have a voice in key decision-making.
6. At St Bernadette's, we will strive to champion flexible working and diversity wherever possible.
7. At St Bernadette's, we will continue to ensure there is a positive behaviour culture in place.
8. At St Bernadette's, we will endeavour to support staff to progress in their careers.
9. At St Bernadette's, we will make every effort to support and protect leaders' mental health and well-being.
10. At St Bernadette's, we will continually hold ourselves accountable, including measuring staff well-being by carrying out well-being questionnaires, staffing questionnaires and parent questionnaires and responding to obtained responses to improve provision.

Signed by all members of SLT:

M J
Smith

R Delaney

Headteacher

Deputy
Headteacher

RE Leader

Inclusion
Manager.

School
Business
Manager

Mental Health
Governor Lead
Chair of Governors

Jane Zamora

Melanie
Smith

Joanne
Pughe

Frankie
Lazzari

Ruth
Delaney

Dr Sandro Lanzon
Miller