**Cambois Primary School**

**Mental Health and Wellbeing Policy**

**Introduction**

At Cambois Primary School, we are committed to supporting the mental health and wellbeing of our pupils, staff, and community.

Our aim is to foster an inclusive, nurturing environment where everyone feels safe, supported, and valued. We believe mental health is as important as physical health and is integral to our ability to thrive. We promote mental health through a whole-school approach, integrating strategies for emotional wellbeing into our curriculum, daily practice, and ethos. Our school seeks to build resilience, develop emotional literacy, and provide early intervention for those experiencing mental health difficulties.

**Aims of this policy**

The aims of this policy are to:

• Provide a clear framework for promoting positive mental health and wellbeing for pupils, staff, and the wider school community.

• Ensure that mental health concerns are identified early and appropriate support is provided.

• Create a culture where mental health is openly discussed, and stigma is challenged.

• Offer structured systems of support through school practices, pastoral care, and external partnerships.

**Legal Framework**

This policy is guided by several legal frameworks, ensuring that the school meets its statutory obligations while promoting mental health and wellbeing:

• Children and Families Act 2014: Supports children with SEND, ensuring that those with mental health needs have equal access to education and appropriate support services.

• Education Act 2002: Places a duty on schools to safeguard and promote pupils’ welfare, including their mental health.

• Mental Health and Behaviour in Schools Guidance (DfE, 2018): Informs schools on identifying and managing mental health needs, with emphasis on early intervention.

• SEND Code of Practice 2015: Ensures that children with SEND, including mental health challenges, receive tailored support.

• Keeping Children Safe in Education (KCSIE) 2024: Treats mental health concerns as safeguarding issues, mandating appropriate referrals to external agencies.

• Equality Act 2010: Protects pupils from discrimination based on mental health, ensuring inclusivity and equal access to education. • Public Sector Equality Duty: Requires schools to eliminate discrimination and advance equality of opportunity, promoting a supportive environment for mental health.

• Data Protection Act 2018 and GDPR: Ensures confidentiality and care in handling sensitive mental health information.

**Definition of Mental Health and Well-being**

According to the World Health Organization’s World Mental Health Report (2022):

“Mental health is an integral and essential component of health. It is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.” (WHO, 2022)

**Lead members of staff**

* Marianne Allan- Headteacher, DSL, SENDco and Thrive Practioner.
* Ryan Longstaff- Deputy Headteacher and DSL
* Ruth Wheatley- Pastoral Lead, Mental Health First Aider and deputy Mental Health Lead
* Ashlyn Jackson- Teacher, Senior Mental Health Lead
* Jodie McCloskey- Deputy SENDco
* Kerry Harbottle- School Nurse

**Whole School Awareness**

We actively promote mental health awareness across the school community through:

• Mental Health Displays and Resources: We create dedicated mental health displays, leaflets, and posters throughout the school to promote positive mental health. These displays highlight key wellbeing themes, celebrate pupil achievements in wellbeing, and provide information on how to access support services.

• BeYou- We also work closely with BeYou, a team part of Northumberland County Council's Emotional and Health Wellbeing Offer. **BeYou have a strong reputation in Northumberland for having a collaborative and integrated local offer to support adult, children and young people’s emotional health and wellbeing across the county. This offer is delivered by a range of providers from both the statutory and voluntary sectors, in conjunction with services across health, education and children's early help social care.**

• Trauma-informed approach- As a school we have adopted a trauma-informed approach which is reflected in our ethos, our classrooms and around school. Staff have been trained in relation to this approach alongside the use of relational practice and thrive which is evident throughout school.

**Teaching about Mental Health**

Promoting mental health and emotional wellbeing is an integral part of our curriculum and school culture. We aim to equip our pupils with the knowledge, skills, and attitudes to manage their mental health, support their peers, and seek help when needed.

**Whole-School Activities**

We incorporate mental health awareness into our daily school life through a variety of whole-school initiatives. These activities aim to foster an environment where mental health is openly discussed and supported:

* EFT Tapping- Children in school are involved in tapping sessions daily, which has allowed them to develop the knowledge and skill behind tapping for them to independently use as a tool in order to support their own self-regulation.
* Themed Weeks and Days: We hold special events such as Mental Health Awareness Week and World Mental Health Day, where the whole school engages in activities that highlight the importance of mental wellbeing. These events may include mindfulness sessions, physical activities, and workshops focused on resilience and emotional regulation
* Peer Mentoring: Upper Key Stage 2 pupils are trained as Wellbeing Buddies, offering peer support during break and lunch times. Their role is to listen to peers who might need someone to talk to and offer friendship and guidance, promoting emotional wellbeing among pupils
* Thrive Approach- At Cambois Primary we follow the thrive approach; a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people. Thrive not only supports the social and emotional development of all children but also helps to manage dysregulated behaviour by using a positive relational stance with children, through play, creativity and the arts. We have a created a dedicated Thrive Room, where pupils, staff and adults can use to engage in thrive activities or conversation.

**Classroom Activities**

Each class integrates mental health and emotional wellbeing into everyday learning, offering consistent opportunities for pupils to develop self-awareness and emotional resilience:

• PSHE Lessons: Our PSHE curriculum, utilising the Jigsaw PSHE Curriculum, helps develop children’s knowledge, skills, and understanding about self-esteem, managing emotions, stress, and healthy relationships, tailored to each year group.

• Celebration Assemblies: Weekly Assemblies recognise pupils for their positive contributions, including kindness, teamwork, and resilience. These assemblies celebrate emotional and social achievements alongside academic success, reinforcing the importance of mental health.

• Positive Relationships: Staff in school have strong positive relationships with all pupils around school which helps to support their academic needs, mental health needs and physical needs. Staff are able to easily recognise any changes in pupils and pupils feel confident and comfortable in discussing how they are feelings, both positively and negatively with staff around school. Staff also meet and greet their class at key transition times to check in with their pupils.

**Primary Coverage**

By the end of Primary School we want all pupils to know;

* that mental wellbeing is a normal part of daily life, in the same way as physical health.
* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
* how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
* the benefits of physical exercise and time outdoors
* simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
* that it is very important for children to discuss their feelings with an adult and seek support.

**Transitions**

We provide structured transition times to support pupils as they move between year groups and to secondary school:

• Year-to-Year Transitions: We implement a four-week transition programme for pupils moving between year groups. This allows pupils to meet their new teachers, settle into their new classrooms, and participate in activities that help alleviate transition-related anxieties. This structured programme helps pupils feel more comfortable and prepared for the next academic year.

• Year 6 to Year 7 Transition: We help pupils prepare emotionally and socially for the move to secondary school, including visits to secondary schools and opportunities to address concerns.

• Additional Support for Vulnerable Pupils: Pupils identified as having SEND or those considered vulnerable will receive additional visits to their new class, one-on-one time with new staff, and meetings with parents/carers to ensure a smooth and successful transition.

**Managing Disclosures and Confidentiality**

When a pupil discloses concerns about their mental health, staff must listen attentively and ensure confidentiality. Pupils are informed that while staff will support them, they may need to share the information with the school’s Designated Safeguarding Leads (DSL) if there are concerns about the pupil’s safety or wellbeing. This ensures that the child is appropriately protected while maintaining trust in the disclosure process. Where appropriate and in the best interest of the pupil, parents or carers will be informed of the pupil’s mental health concerns. The school will collaborate with parents/carers to develop a comprehensive support plan that addresses the pupil’s mental health needs both at school and at home.

**Supporting parents and carers**

We recognise that supporting the mental health and wellbeing of our community includes addressing the needs of parents and carers. We offer:

• Workshops and Resources: Workshops are available to provide parents with guidance on key mental health topics, including managing stress, parenting children with mental health challenges or SEND and accessing mental health services.

• Signposting to Services: For parents or carers experiencing their own mental health challenges, the school signposts local services. We will regularly use communication channels, such as School Ping, Seesaw/Tapestry, newsletters and the school website/social media, to ensure parents are aware of local and national mental health services available for their own or their child’s wellbeing.

**Supporting Staff**

We recognise the importance of supporting staff mental health and well-being. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and promoting pupil wellbeing and attainment.

In order to support staff and for reduce the stigma attached to mental health, some of the things we offer;

* a supportive SLT team
* non-judgemental supportive conversations with pastoral, mental health lead and colleagues
* training sessions with external providers
* signposts to external support
* opportunities to staff to meet together and discuss/resolve any issues that may arise
* open door policy

**Referral Pathways and External Support**

We are committed to ensuring that pupils with mental health needs receive appropriate and effective support. When a mental health concern is identified, we refer pupils to specialist services that provide tailored mental health support. The referral process is managed by the Pastoral Lead, Mental Health Lead or SENDCo, who will assess the situation and work closely with parents/carers to ensure the child receives the support they need.

**Referral Process:**

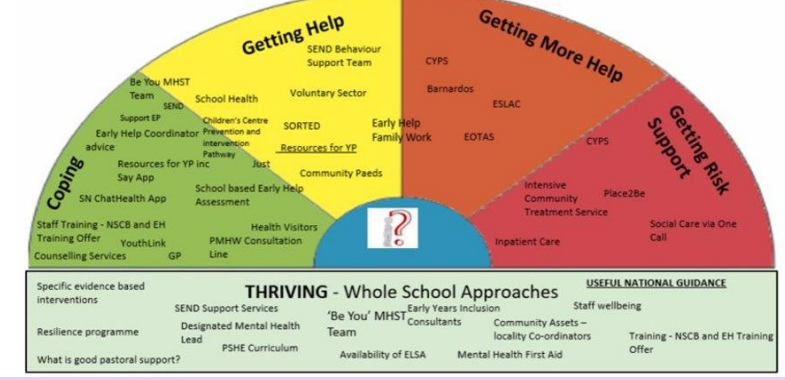
• Initial Assessment: The Pastoral Lead, Mental Health Lead or SENDco evaluates the child’s needs, gathering relevant information to determine the most appropriate support pathway.

• Consent: Referrals to external services are made with the consent of parents/carers, unless safeguarding concerns arise.

• Collaboration: The school works closely with external professionals, parents, and carers to ensure a coordinated and effective approach to supporting the child’s mental health.

**Specialist Services for Primary-Aged Children in Northumberland**

We collaborate with a range of trusted external agencies that provide mental health support specifically for primary-aged children. We may work with parents and carers to seek referrals for pupils to specialist services, such as CYPS, CAMHS Crisis Team, and BeYou, to ensure pupils receive appropriate mental health support tailored to their individual needs.

In line with the Thrive Model, Northumberland the level of services match each stage within the model. These stages and services being;

**Staff Training and Development**

We ensure our staff are equipped with the necessary skills and knowledge to support pupils’ mental health effectively.

**Ongoing Training for All Staff**

• Whole-School Training: All staff receive annual mental health awareness training, delivered by external professionals. This training covers identifying early signs of mental health issues, strategies for supporting pupils, and the procedures for raising concerns.

• Mental Health First Aid: We have an onsite mental health first aider, qualified in supporting both adult and pupil mental health

• Safeguarding and Mental Health: Mental health is a key focus within our safeguarding training, which all staff undertake annually. This ensures staff understand the connection between safeguarding and mental health, particularly when it comes to recognising signs of neglect, abuse, or trauma that may affect a child’s emotional wellbeing.

**Monitoring and Review**

We are committed to ensuring that our Mental Health and Wellbeing Policy remains current, effective, and responsive to the needs of our pupils, staff, and wider community. This policy will be reviewed annually by the Senior Leadership Team, in consultation with key stakeholders, including the Governing Body, staff, parents, and pupils.

The review process will consider:

• Feedback from staff, parents, and pupils.

• Changes in statutory guidance, best practices, and available external support services.

• Training needs for staff and any gaps in provision identified during the year. Any necessary updates or amendments will be made to reflect new legislation, local authority guidance, and the evolving needs of the school community.

**Policy updated: November 2024**

**To be reviewed: September 2025**