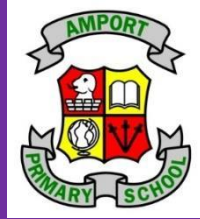


## Amport CE (Aided) Primary School



## Mental Health and Wellbeing Policy

COURAGE COMPASSION RESPECT

### Rationale

‘Mental health is a state of well-being 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’. (World Health Organization)

In our school, our Christian vision shapes all we do and it is through this we develop children’s Mental Health and Wellbeing. Our core values underpin our ethos and define the culture of our school. We believe our values help us to grow as part of God’s family and the community of Amport School. Through working together we aim to provide a safe, happy and vibrant learning environment where everyone can flourish.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

### Scope

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a pupil’s mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide and/or signpost support to pupils suffering mental ill health and their peers and parents/carers

### **Lead Members of Staff**

Designated Safeguarding Lead (DSL)	Nicky King
Deputy Designated Safeguarding Leads (DDSL)	Claire Croft and Alice Langdon
Lead First Aider	Sarah Pearce
SENDCo	Chloe Finlay-Black
ELSA	Sarah Adams

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead or Deputy Safeguarding Lead. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by Nicky King Mental Health Lead. Further guidance about referring to CAMHS and or the Mental Health Support Team is provided on our school website information for parents.

### **Teaching about Mental Health and Wellbeing**

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

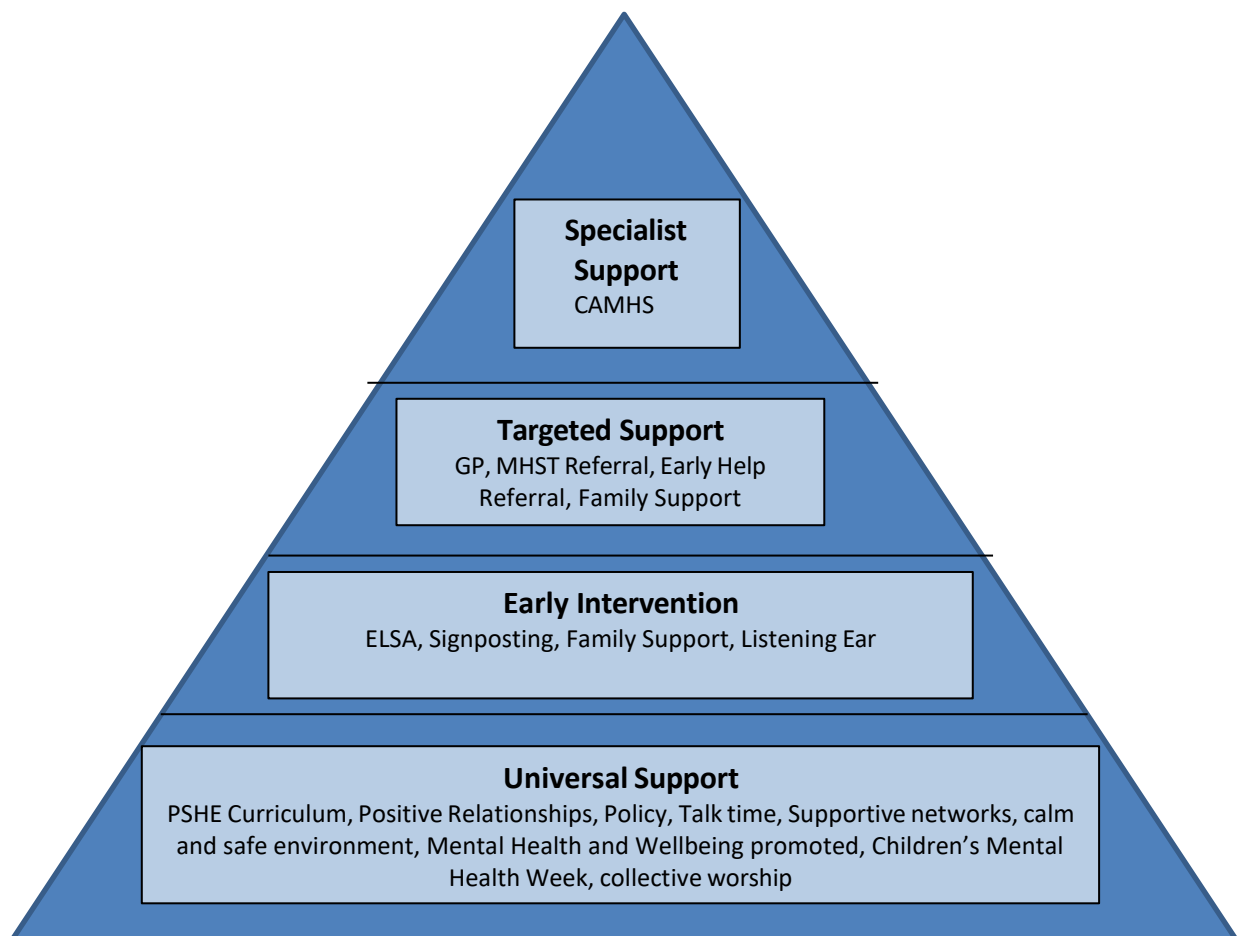
The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We use KAPOW Primary as a curriculum tool to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms This also aligns with the new 2025 statutory guidance for Relationships, Sex and Health Education.

**At Amport CE (Aided) Primary School we aim to:**

- Promoting good mental health and emotional wellbeing for staff and children
- Developing a whole-school approach to support mental wellbeing
- Educating children on mental health and wellbeing
- Training staff to identify signs and symptoms of emerging mental health needs in students
- Have a clear process in which staff can report concerns
- Have systems in place for children to seek help if they need it
- Have policies in place to support students through referrals to specialists
- Know what local and national help and support is available out of school

**Graduated Response at Amport CE (Aided) Primary School**



**Signposting**

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 1 and links are accessible on our school website under Mental Health and wellbeing. We will also work with our MHST to share resources and information with our families.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

### **Warning Signs**

School staff may become aware of warning signs which indicate a pupil 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 with Nicky King, our Mental Health and Emotional Wellbeing Lead.

### **Possible warning signs include:**

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / 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
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Managing disclosures**

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil 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 listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on CPOMS. The record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Nicky King who offer support and advice about next steps.

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead Nicky King, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL Nicky King or DDSL Claire Croft or Alice Langdon must be informed immediately and actions detailed in the child protection policy followed.

### **Working with Parents**

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record on CPOMS.

### **Working with All Parents**

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

### **Supporting Peers**

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves

- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

### **Training**

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. We will signpost staff to sources of information to enhance their awareness and understanding.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Suggestions for individual, group or whole school CPD should be discussed with Nicky King, who can also highlight sources of relevant training and support for individuals as needed.

### **Policy Review**

This policy will be reviewed every 3 years as a minimum. It is next due for review in January 2029

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Nicky King our mental health lead via phone 01264 772396 or email [n.king@amport.hants.sch.uk](mailto:n.king@amport.hants.sch.uk)

This policy will always be immediately updated to reflect personnel changes.

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## **Appendix 1**

### **Agencies**

#### **MHST (NHS)**

Primary Mental Health Workers offer short term focused work with young people, their families, schools and other organisations to help young people achieve their goals. They often see people in the community or at their school, as well as at the CAMHS clinic. Primary Mental Health workers also focus on providing early intervention, advice and consultation to others who work with and support young people. The Mental Health Support Team set out to

- improve access to psychological therapies for young people
- Assist schools to develop a whole-school approach to positive mental health and wellbeing
- Work with young people and parents to manage mild to moderate mental health difficulties using a range of low-intensity and high intensity Cognitive Behavioural Therapies (CBT)
- Work alongside other CAMHS colleagues from specialist services as well as school nursing, school counsellors, educational psychologists and voluntary sector organisations.ensity and high intensity Cognitive Behavioural Therapies (CBT).

#### **CAMHS (NHS)**

Hampshire Child and Adolescent Mental Health Service is an NHS specialist service, provided by Sussex Partnership NHS Foundation Trust for young people aged 5-18 years and their families who are experiencing difficulties with their mental and emotional health. Many young people experience difficulties with their mental health such as anxiety, low mood, trauma, eating difficulties, plus many others which can impact on all aspects of life such as education, home life, hobbies and interests, socialising and having fun.

It is important to know that everyone has mental health and that we can all experience tough times and this can cause our mental health to suffer. CAMHS work with young people, their families and other important organisations (such as schools) to achieve the following:

- Assess and diagnose mental health and neurodevelopmental difficulties
- Identify realistic goals or changes that you would like to make
- Identify and build on your strengths
- Improve self-esteem and confidence to cope with difficulties
- Learn emotional coping techniques to help manage difficult or upsetting thoughts, feelings, urges or experiences
- Empower you to identify, express and communicate your needs, take responsibility for your health and wellbeing and feel confident in knowing where and how to get additional support if necessary

## Appendix 2

### Place2Be

We would like to share the link for Place2Be. Place2Be is a website providing a wealth of support, ideas and understanding from child mental health experts

#### *Link to access Place2Be*

### School Nursing Team - NHS Family Well Being

Please refer to the excellent resources attached below. With lots of information about helping our children with their mental health and wellbeing

Hampshire Healthy Families website:  
<http://www.hampshirehealthyfamilies.org.uk>

<https://www.nhs.uk/every-mind-matters/>

### BBC Mental Health Tool Kit

<https://www.bbc.co.uk/programmes/articles/YfRzhXDKSZQxFVn30TIXBj/your-mental-health-toolkit>

### Young Minds

Please have a look at these valuable resources from Young Minds, a charity fighting for children and young people's mental health, using the link below

### CAMHS

<https://hampshirecamhs.nhs.uk/>

### Mind

<https://www.mind.org.uk/>

### Help Yourself - with Back to Basics

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/back-to-basics#notice-block>