



Mental Health and Wellbeing Policy

September 2025

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1. Introduction

Policy Statement

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)

At Spring Meadow, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

This policy is intended as guidance for all staff and describes the school's approach to promoting positive mental health and wellbeing.

2. Teaching about mental health

At Spring Meadow we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising and applying the same ethos to our adults in school and in the community: We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children and adults socially to form and maintain relationships.
- Helping children and adults to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health, so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children and staff understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Specific Children's Wellbeing week and access to information around the school
- Thrive sessions and nurture groups
- Normalising discussions about a range of feelings and how we can manage them
 - Wellbeing days once a year for staff
 - Access to the EAP programme for staff
 - Wellbeing walks for staff

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties, including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties, including attachment disorder.
- Thrive sessions and nurture groups to focus on mental health, resilience and wellbeing.

3. Staff roles and responsibilities

All staff have a responsibility to safeguard and promote the mental health of students, staff with a specific, relevant remit include:

Key staff supporting Mental Health at Spring Meadow

Mental Health Lead – Libby Cross (Assistant Head and SENDCo)

Deputy Mental Health Lead – Lyndsey Oakey (Thrive Practitioner) and Vicky Fowler (Business Manager)

Wellbeing Governors – Hayley Whitwood

Mental Health First Aider – Libby Cross

Our Mental Health Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re: teaching about mental health.
- Provide advice and support to staff and organise training and updates.
- Liaise with mental health services and make individual referrals to them.
- Create individual care plans, if required, in conjunction with class teachers and parents

4. Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves 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 being taught, but we will also use the PSHE curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

5. Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

6. Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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 the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate, following safeguarding protocols with the child.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Changes in clothing
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Sudden decrease in academic achievement
- Secretive behaviour

7. Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Regular reviews are completed with relevant staff and parents/carers to assess the impact of support, progress and any further intervention needed.

8. Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Share information with parents and carers about in school initiatives that support pupils' mental health and wellbeing.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases in which parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate, including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups

9. The role of other professional services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support through SEND services
- Educational Psychology Services
- CAMHS (child and adolescent mental health service) and MHST (mental health support team)
- School Nursing Service
- Children's and Family Services
- Thrive
- Family support workers
- Counselling Services
- Specialist agencies for pupils' with SEND

10. Training

As a minimum, 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. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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