



Shardlow Primary School

Aspire Achieve Thrive



Mental Health & Wellbeing

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1. Policy statement

At Shardlow Primary School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2. Scope

This policy is a guide to all staff – including non-teaching staff and governors – outlining our approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies including:

- PSHE (personal, social, health and economic education)
- Safeguarding

3. Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.

- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4. Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- | | |
|---|---|
| • Head Teacher/ Mental health First Aider | Kylie Magner |
| • PSHE/Mental Health Lead | Rebecca Peach |
| • DSL Team | Kylie Magner, Julia Gillard, Sally Marshall |
| • Family Liaison Officer | Claire Kudryk |
| • Assistant Head Teacher/SENDCO | Helen Berry |

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the DSL team or Rebecca Peach.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum as well as our assemblies. We have designated wellbeing ambassadors in KS2 as well.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

We follow and use the Derbyshire PSHE Matters scheme of work for PSHE. We also use Christopher Winter's resources for the RSE programme of study.

We use these lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

6. Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events. The aim of this is to ensure students understand:

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

7. Sources or support at school and in the local community

School Based Support

As well as Mental Health in the curriculum and assemblies, the school adopts a range of additional strategies to support Mental Health. These include but are not limited to:

Support	Further Details
Alternative to face-to-face reporting	We have a worry box and a Speak Up, Speak Out online form which pupils, who are worried about reporting directly, can use to disclose any concerns regarding their mental health.
Internal Early Help Service	We work with our family liaison officer to provide personalised 1:1 support for children and their families.
Blossom Nurture Group	Blossom Nurture group is an intervention group to support pupils who might be struggling with their confidence and self-esteem.
Emotional Regulation Support	We use emotional regulation programmes to support pupils who are struggling with their mental health and the feelings that can come with this.

Local Support

In Derbyshire, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire>

Local Support

Title	Name	Contact details
CAMHS Specialist Community Advisor	Dale Bank View, Swadlincote Century House, Long Eaton	01283 227077 0115 946 4568
School Nurse	01246 515100 - School nurse referral form: https://derbyshirefamilyhealthservice.nhs.uk/contact-us/school-nursing-referral-form	
CHAT Health	Derbyshire Community Health Services NHS Foundation Trust Parents and carers of children aged 0-5 in Derbyshire County	07507 327769
	DHCFT Parents and carers of children and young people aged 0-19 living and going to school in the city of Derby	07507 327754
Educational Psychologist	Heather Northcote	01629 533815
Early Help Team	Laura Wilkinson Laura.Wilkinson@derbyshire.gov.uk Dave Beris David.Beris@derbyshire.gov.uk	01629 532617
Behaviour Support	Graham Mortimer	01629532512
Build Sound Minds	Revive Healthy Living Centre	01332679379
Urgent Care Team	Criss Resolution (For someone at risk of hospitalisation)	01332 623700
Virtual School Contact	Rachel Sammels-Moore	01629 538028
Mental Health Support Team	Derbyshire Mental Health Support Line	0800 028 0077
Autism Outreach	https://www.derbyshireautismservices.org/	
SEND Support Service	https://www.derbyshireiass.co.uk/home.aspx	
Domestic Abuse Service	If you're experiencing domestic abuse or know someone who is, tel: 08000 198 668 and you'll get help from someone close by. If it's an emergency, tel: 999. derbyshiredahelpline@theelmfoundation.org.uk	
LGBT+ Services	Derbyshire LGBT+ is Derbyshire's only LGBT+ specific support service	https://www.derbyshirelgbt.org.uk/

8. Warning Signs

Staff may become aware of warning signs which indicate a student 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 alert Kylie Magner or Rebecca Peach.

Possible warning signs, which all staff should be aware of 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

9. Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with our Family liaison officer and the school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Derbyshire County Council Children's Services, Derbyshire CAMHS and other agencies services to follow various protocols including assessment and referral;
- Discussing options for tackling any problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective,

According to the child's needs;

- Ensure young people have access to pastoral care and support, as well as specialist services, including Derbyshire CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;

- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.

10. Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the school's system - My Concern (a DSL will be alerted straight away), including:

- | | |
|---|--|
| ▪ Date | ▪ Nature of the disclosure & main points from the conversation |
| ▪ Name of member of staff to whom the disclosure was made | ▪ Agreed next steps |

This information will be shared with the DSL team and Mental Health Lead if necessary.

11. Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student.

We will tell them:

- | | |
|----------------------------------|---------------------------------|
| ▪ Who we are going to tell | ▪ Why we need to tell them |
| ▪ What we are going to tell them | ▪ When we're going to tell them |

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

12. Whole school approach

12.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?

- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are updated on My Concern.

12.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, Class Dojo, newsletters etc.);
- Offering our Willows Academy Trust Family Liaison Officer's support. Leaflets in the library for children and parents to access at all times.
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

13. 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 to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Mental Health lead will take part in termly network meetings to support the school and personal CPD.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

14. Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **July 2027**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the school lead for mental health & wellbeing (Rebecca Peach).