



Hindhayes
INFANT SCHOOL

Hindhayes Infant School

Mental Health and Well Being Policy

March 2026

‘Mental health is defined as a state of wellbeing in which every individual realises their potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community’ (WHO 2014)

Approved on: _____

Signed: _____

Role: _____

Policy Statement

At our school, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody’s responsibility. We all have a role to play.

Policy Scope

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

Key staff members

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are: • Our Designated Safeguarding Officers: • Pastoral Staff: • SENCO: If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to: If a child presents a medical emergency, then relevant procedures will be followed, including involving the emergency services.

Signposting

We will ensure that all staff, students, and parents are aware of the support that’s available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Supporting Peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Policy Aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks. We will always promote a healthy environment by:
 - Promoting positive mental health and emotional wellbeing in all students and staff.
 - Celebrating both academic and non-academic achievements.
 - Promoting our school values and encouraging a sense of belonging and community.
 - Providing opportunities to develop a sense of worth and to reflect.
 - Promoting our students’ voices and giving them the opportunity to participate in decision making.
 - Celebrating each student for who they are and making every student feel valued and respected.
 - Adopting a whole school approach to mental health and providing support to any student that needs it.
 - Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
 - Enabling staff to respond to early warning signs of mental-ill health in students.
 - Supporting staff who are struggling with their mental health.

Teaching about mental health

Our PHSE&R curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. We will regularly review our PHSE&R curriculum and lesson content to ensure that they’re meeting the aims outlined in this policy. We’ll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told: • Who the staff member is going to tell. • What the staff member is going to disclose. • Why it's necessary for somebody else to be told. • When the contact will be. However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption. Staff will also be able to identify a range of issues, including:
 - Attendance and absenteeism.
 - Punctuality and lateness.
 - Changes in educational attainment and attitude towards education.
 - Family and relationship problems. Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy. The disclosure record will contain: • The date of the disclosure. • The name of the staff member to whom the disclosure was made. • The nature of the disclosure and the main points from the conversation. • Agreed next steps.

Support at school and in the local community

We have a range of support available in school for any students struggling, as listed below: In this section, you should add a list of the support you have available to students, such as a counselling service. For each support service, include: what it is, how it can be accessed, its aims and purpose, and how students are made aware of the service. You should also include here any targeted support that you have in your school, for both individual pupils and groups of pupils. For example, circle time or similar peer discussion and support activities, therapeutic activities like mindfulness sessions, and pupil wellbeing groups. There is also a lot of support networks available for children in the local community. This includes places such as: Here, list the support that's available for students in your local community. For example, Child and Adolescent Mental Health Services (CAMHS).

Whole School Approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary. Working with parents and carers We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will: • Highlight sources of information and support about mental health and emotional wellbeing that we have in our school. • Share and allow parents to access further support. • Ensure that parents are aware of who to talk to if they have any concerns about their child. • Give parents guidance about how they can support their child's/children's positive mental health. • Ensure this policy is easily accessible to parents. • Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum. • Work with other agencies and partners As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This might include liaising with: • The school nurse. • Paediatricians. • CAMHS. • Counselling services. • Therapists. • Family support workers. • Behavioural support workers • Advice from the Tor school • SEMH county team

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to

Policy Review This policy will be reviewed annually. This is so that it remains up to date, useful & relevant. We will also regularly review it in accordance with local & national policy changes.