



Farsley Westroyd Primary School and Nursery Mental Health and Wellbeing Policy

"Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community." (World Health Organization, 2014)

This document outlines Farsley Westroyd Primary School and Nursery's commitment to promoting, protecting, and restoring positive mental health and wellbeing. It serves as guidance for all pupils, staff, and governors. At Farsley Westroyd, we strive to create an environment where everyone can enjoy their experiences, believe in their abilities, and work to achieve success together, as reflected in our core values: Enjoy, Believe, Achieve, Together.

Mental health encompasses a broad sense of social and emotional wellbeing, not just the absence of a mental health difficulty or condition. Our approach aligns with our school motto: "Good to be Me, Good to be Westroyd, Good to be Farsley". These words inspire a sense of pride, self-worth, and community belonging, which are integral to fostering positive mental health.

By developing and implementing practical, relevant, and effective mental health policies and procedures, we aim to create a safe and supportive environment for pupils, staff, and the wider school community. Guided by our values and motto, we are committed to promoting inclusivity, building resilience, and encouraging collaboration so that everyone in our school community can thrive.

Link to Safeguarding

This policy should be read in conjunction with our Child Protection and Safeguarding Policy and aligns with the statutory guidance in Keeping Children Safe in Education (KCSIE). The definition of safeguarding includes "preventing impairment of children's mental and physical health or development" and "taking action to enable all children to have the best outcomes."

All staff should be aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff who have concerns about a child's mental health should share these with the Designated Safeguarding Lead in line with our safeguarding procedures.

Where children have experienced adverse childhood experiences (ACEs), trauma, or abuse, we recognise that this may have a lasting impact on their mental health and wellbeing. We will work sensitively with these children and their families to provide appropriate support.

Aims

Farsley Westroyd Primary School and Nursery is dedicated to promoting positive mental health for all staff and pupils. We employ universal whole-school approaches (Tier 1), targeted interventions (Tier 2), and more intensive support where needed (Tier 3).

This policy aims to:

- Promote positive mental health and emotional wellbeing for all staff and children.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of social, emotional, and mental health (SEMH) difficulties.
- Provide support for staff working with children experiencing SEMH difficulties.
- Offer support to children experiencing SEMH difficulties and their parents/carers.
- Ensure staff wellbeing is prioritised and supported.
- Enable pupil voice to influence our approach to mental health and wellbeing.

Staff Responsibilities

While all staff share the responsibility of promoting pupils' mental health, the following individuals hold specific roles:

- Jenny Pashley: Head Teacher, Designated Safeguarding Lead
- Gabby Hollingshead: Assistant Head Teacher, Designated Safeguarding Lead
- Priya Rayit: Pastoral Lead, Designated Safeguarding Lead
- Monique Martin: Senior Mental Health Lead (SEMH Lead)
- Helen Wager: Mental Health First Aider

The Senior Mental Health Lead is responsible for overseeing the whole-school approach to mental health and wellbeing, coordinating support, liaising with external agencies, and ensuring this policy is implemented effectively.

Supporting Vulnerable Groups

We recognise that some children may be at greater risk of experiencing mental health difficulties. Staff are trained to be particularly vigilant in identifying and supporting children in the following groups:

- Children with Special Educational Needs and/or Disabilities (SEND)
- Looked After Children (LAC) and previously looked after children
- Children in kinship care arrangements
- Young carers
- Children who have experienced bereavement, loss, or family breakdown

- Children who have witnessed domestic abuse
- Children with a parent/carer who has mental health difficulties
- Children from disadvantaged backgrounds or experiencing poverty
- Children at risk of or experiencing bullying (including online)
- Children with poor attendance or who are persistently absent
- Children at risk of exploitation (CSE, CCE, County Lines)

The SENCO, Designated Safeguarding Lead, and Senior Mental Health Lead work collaboratively to ensure children in these groups receive appropriate support.

Teaching about Mental Health

Our approach integrates mental health education into the Personal, Social, Health and Economic (PSHE) curriculum. Resources such as the You, Me and PSHE guidance and MindMate are used to tailor lessons to our pupils' needs.

Promoting awareness of mental health issues and sources of support also involves signposting. This means our school ensures staff, children, and parents/carers are made aware of the sources of help within the school and local community.

Additionally, we raise awareness through:

- Happy, Healthy, Safe Week
- Children's Mental Health Week
- Wear Yellow Day (Young Minds)
- My Health, My School Survey
- Anti-Bullying Week

Online Safety and Mental Health

We recognise that children's online experiences can significantly impact their mental health and wellbeing. This includes exposure to cyberbullying, harmful content, inappropriate relationships online, and excessive screen time.

We address online safety and its mental health implications through:

- Age-appropriate online safety education within the PSHE/Computing curriculum
- Teaching children about healthy online relationships and recognising harmful behaviour
- Providing guidance to parents/carers on supporting children's online safety at home
- Clear procedures for reporting online concerns, linked to our safeguarding policy
- Support for children who have experienced cyberbullying or online harm

Interventions

Tier 1: Universal Interventions

Intervention at this level is referred to as universal, involving mental health awareness and promotion. At this tier, intervention includes:

- Promoting a positive school ethos aligned with our values and motto.
- Providing social and emotional learning opportunities.
- Supporting transition across year groups and key stages.
- Anti-bullying initiatives in line with our behaviour policy.
- Zones of Regulation used in every classroom in school.
- Calm room that can be used for any child who needs it.

Tier 2: Targeted Support

Intervention at this level is known as targeted, involving:

- Small intervention groups addressing social, emotional, or mental health needs.
- Enhanced support during transitions and vulnerable times.
- Lunchtime clubs for identified pupils requiring additional guidance.
- Calm zones/Safe Spaces in classrooms.

Tier 3: Intensive Support

- Crisis response and management.
- One-on-one mentoring with the school's Pastoral Lead or other professionals.
- Collaborative input from external agencies such as CAMHS or Educational Psychologists.

Managing Disclosures and Crisis Support

If a child discloses concerns about their mental health, including thoughts of self-harm or suicide, staff should:

- Remain calm and listen without judgement.
- Take what the child says seriously.
- Avoid making promises of confidentiality - explain that information may need to be shared to keep them safe.
- Report immediately to the Designated Safeguarding Lead or Senior Mental Health Lead.
- Record the disclosure accurately using the child's own words.
- Not leave the child alone if there is an immediate risk.

In a mental health crisis, the school will contact parents/carers immediately and, where necessary, seek emergency support from appropriate services. The Senior Mental Health Lead will coordinate the response and follow-up support.

Pupil Voice

We believe children should have a voice in shaping how we support mental health and wellbeing. We enable pupil participation through:

- School Council discussions on wellbeing topics.
- Regular pupil surveys (including the My Health, My School Survey).
- Worry boxes in classrooms for children to share concerns anonymously.

- Peer support roles where appropriate.
- Opportunities for children to feedback on interventions and support they receive.

The Role of Parents

We value the partnership with parents/carers in supporting children's mental health. We commit to:

- Highlighting information and resources on our school website.
- Maintaining open lines of communication for parents/carers to voice concerns.
- Sharing updates on PSHE lessons covering mental health topics.

We will 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/carers often have many questions as they process the information. We will finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Staff Wellbeing

We recognise that staff mental health and wellbeing is essential for a healthy school environment. Staff who feel supported are better able to support pupils. We are committed to promoting staff wellbeing through:

- Creating a supportive and open culture where staff feel able to discuss concerns.
- Regular supervision and check-ins for staff in pastoral roles.
- Access to the Employee Assistance Programme for confidential support.
- Workload management and realistic expectations.
- Signposting to external support services.
- A trained Mental Health First Aider available for staff.
- Recognition of the emotional demands of working with children with SEMH needs.

Training

All staff will receive regular training to identify and respond to mental health issues. Additional training opportunities will be provided where required.

We collaborate with local mental health teams to access professional development opportunities, ensuring our approaches remain current and impactful.

Training includes:

- Whole-staff awareness training on children's mental health (updated annually).
- Specific training for the Senior Mental Health Lead (DfE quality-assured).
- Mental Health First Aid training for identified staff.
- Training on specific approaches used in school (e.g. Zones of Regulation).
- Safeguarding updates that include the link between mental health and safeguarding.

Confidentiality and Information Sharing

We recognise the importance of confidentiality in building trusting relationships. However, it is not possible to offer complete confidentiality where there are safeguarding concerns or a risk of harm.

Information about a child's mental health will be shared on a need-to-know basis and in accordance with data protection legislation (UK GDPR). We will:

- Seek consent from parents/carers and, where appropriate, the child, before sharing information with external agencies.
- Share information without consent where there is a safeguarding concern or risk of significant harm.
- Store records securely and retain them in line with statutory requirements.
- Ensure only relevant staff have access to sensitive information.

Monitoring and Evaluation

We regularly monitor and evaluate the effectiveness of our mental health and wellbeing provision to ensure it meets the needs of our school community. This includes:

- Analysis of pupil wellbeing data from surveys (e.g. My Health, My School Survey).
- Monitoring attendance patterns and identifying links to wellbeing concerns.
- Tracking referrals to external services and their outcomes.
- Reviewing behaviour and exclusion data for SEMH-related patterns.
- Gathering feedback from pupils, staff, and parents/carers.
- Evaluating the impact of specific interventions.
- Annual review of this policy with input from staff, governors, pupils, and parents.

The Senior Mental Health Lead reports to the Senior Leadership Team and Governing Body on the effectiveness of our approach at least termly.

Related Policies

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- PSHE/RSE Policy
- Online Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy

Responsibility: SEMH Lead, Headteacher and Governors

Date: January 2025

Review Date: September 2026