



# Madresfield C.E. Primary School

## Mental Health and Wellbeing Policy

Headteacher approval: April 2026

Date of last review: N/A

Date of next review: April 2028

Policy Owner: Headteacher and Mental Health & Wellbeing Lead Alice Shepherd

***Based on the Model Policy from Worcestershire County Council***

# Our Vision

## Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by *Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"*.

As a school we aim to:

**Ignite:** to cultivate a love for learning and awe and respect for God's world.

**Illuminate:** to trust in God to guide us and develop our wisdom and compassion as we journey through school.

**Inspire:** to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

**Be kind-** being kind to others.

**Be ready-** being ready to learn.

**Be respectful-** being respectful to all.

**Be safe-** being safe around school.

### Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

*This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.*

## Contents

1) Policy statement .....	3
2) Purpose of this Policy.....	4
3) Leadership & Management Roles and Responsibilities.....	4
Nominated Governor for Mental Health & Wellbeing .....	4
Headteacher.....	4
Senior Lead for Mental Health.....	5
Special Educational Needs Coordinator (SENCO) .....	5
Designated Safeguarding Leads (DSL).....	5
All Staff.....	5
4) Staff development.....	5
5) Supporting Pupils' Positive Mental Health .....	6
6) Suicide Prevention and Attempts .....	10
7) Working with Parents and Carers .....	10
8) Supporting Staff's Positive Mental Health .....	11
9) Useful links:.....	12
Evidence based teaching resources for promoting good mental health.....	13
Appendix 1 .....	14

### 1) Policy statement

At Madresfield CE Primary School we realise that good mental health and emotional wellbeing is the foundation stone for all health. We value diversity, and we are committed to promoting a Whole

School Approach (WSA) driven by the [5 Steps to Mental Health and Wellbeing | Anna Freud](#) and the eight principles set out by the PHE/DfE document [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#). We aim to help pupils to be happy and successful, prevent problems before they arise and become resilient. We are committed to working in a trauma informed way, in an inclusive, respectful and open environment.

## **2) Purpose of this Policy**

This policy aims to ensure we take a WSA to mental health and wellbeing and sets out:

- How we aim prevent mental health and wellbeing problems arising for pupils, staff and parents/ carers
- How we promote good mental health and wellbeing for pupils, staff and parents/ carers
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils, parents/ carers and other staff
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support parents, staff and pupils to access advice and support

This policy will operate in conjunction with the following policies:

- Safeguarding policy
- Relationship and Health policy
- Health and Safety policy
- Online Safety Policy
- Social Media Policy
- Personal, Social, Health and Economic Policy
- Accessibility Plan
- Anti-Bullying Policy

## **3) Leadership & Management Roles and Responsibilities**

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.

Good mental health and wellbeing is supported in school by the following staff roles and responsibilities.

### **Nominated Governor for Mental Health & Wellbeing**

Responsible for creating a connection between the governing body and the wider school/trust. The nominated governor will focus on supporting the school to embed its mental health and wellbeing provision across the entire school.

### **Headteacher**

Has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. They will keep staff fully informed, trained and up to date and support working in a trauma informed way.

### **Senior Lead for Mental Health**

This role leads and has oversight of the whole school approach and a trauma informed approach to promote positive mental health and wellbeing in the school community.

### **Special Educational Needs Coordinator (SENCO)**

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENCO ensures that all adults working in the school understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary with regards to mental health and wellbeing.

### **Designated Safeguarding Leads (DSL)**

The DSLs provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as the local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit [Safeguarding children | Worcestershire County Council](#)

### **All Staff**

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. It is important that all staff work in a trauma informed way.

All staff will understand about possible risk factors that might make some children more likely to experience problems. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect children, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here [Mental health information : Mentally Healthy Schools](#)

Any member of staff concerned about a pupil will take this seriously and raise with the SENCO or DSL.

## **4) Staff development**

Staff development will aim to support the wellbeing of staff and that of students.

The minimum staff training will be:

- 1 trained staff member as Senior Mental Health Lead
- 1 trained staff member as Mental Health First Aider
- All staff; Safeguarding training
- 1 trained staff member as Trauma Informed Practitioner

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post.

Additional training may include:

- Trauma Informed Attachment <https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-school/virtual-school-training-and-bespoke-packages-schools>
- Zero Suicide alliance training [Free online training from Zero Suicide Alliance](#)
- Child bereavement
  - [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://winstonswish.org)
  - [Home - Touchstones Support \(touchstones-support.org.uk\)](http://touchstones-support.org.uk)
  - [England - 2 Wish](#)
  - [Talk to Footsteps](#)
- Suicide prevention training from Papyrus [What we offer | Papyrus \(papyrus-uk.org\)](http://papyrus-uk.org)
- ASIST (Applied Suicide Intervention skills training)
  - [ASIST - Grassroots Suicide Prevention \(prevent-suicide.org.uk\)](http://prevent-suicide.org.uk)
  - [ASIST | Suicide Prevention Training | Papyrus UK \(papyrus-uk.org\)](http://papyrus-uk.org)
  - [LivingWorks ASIST - LivingWorks](#)
- [ELSA training](#)

## 5) Supporting Pupils’ Positive Mental Health

We believe we have a key role in promoting pupils’ positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil’s voices to influence decisions. In supporting the mental health of our pupil’s, we focus on the following 3-tiered support approach:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and or specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

<b>Universal Support</b>		
Approach	Detail	Links
Ethos and environment	Restorative Approach  Trauma Informed Approach school  Anti bullying week activities  Mental Health days and activities  PACE (Playfulness, Acceptance, Curiosity, Empathy) approach	<a href="#">Virtual school training and bespoke packages for schools   Worcestershire County Council</a>  <a href="#">Anti-Bullying Policies</a>  <a href="#">Anti-Bullying Alliance</a>

<p><b>Curriculum: teaching and learning</b></p>	<p>Curriculum teaching and learning to promote resilience and support social and emotional learning, including physical activity</p>	<p>PSHE curriculum</p> <p>PE long term plan</p> <p>Spirituality Focus – ow, wow, now.</p> <p>Outdoor Learning Pledge</p> <p>Forest School</p>
<p><b>School strategies</b></p>	<p>Assemblies to raise awareness of mental health and wellbeing</p> <p>MH awareness raising topic for parents</p> <p>Anti bullying schemes</p> <p>Playground play scheme</p> <p>Outdoor classes/classrooms/working in and with nature</p> <p>Student voice</p> <p>Fliers/ posters of useful contacts for support in reception area or where parents/ carers gather.</p> <p>Teaching about bereavement and support for bereaved families and children.</p> <p>Bereavement Policy</p> <p>Group Interventions – if it needs to be escalated to 1:1 with HT for 6 weeks focussed interventions then time to use to the tools and encourage</p>	<p><a href="#">School Zone   Campaigns   Campaign Resource Centre</a></p> <p><a href="#">Mental health assemblies - Peer Education Project (PEP)   Mental Health Foundation</a></p> <p><a href="#">Mental health (pshe-association.org.uk)</a></p> <p><a href="#">Resource hub: Mentally Healthy Schools</a></p> <p><a href="#">Parents Mental Health Support   Advice for Your Child   YoungMinds</a></p> <p><a href="#">Parenting Mental Health   Home</a></p> <p><a href="#">Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk)</a></p> <p><a href="#">Outdoor learning ideas   Learning through Landscapes (ltl.org.uk)</a></p> <p><a href="https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf">https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf</a></p> <p><a href="#">An introduction to active learning and active classrooms (governorsforschools.org.uk)</a></p> <p><a href="#">Include pupils, staff and parents and carers in decision-making   Anna Freud</a></p> <p><a href="#">Pupil voice: Mentally Healthy Schools</a></p> <p><a href="#">Inspiring and enabling pupil and learner voice – Teaching (blog.gov.uk)</a></p> <p><a href="#">Online resources for schools   Child Bereavement UK</a></p> <p><a href="#">Resources, Publications &amp; Support Information   Winston's Wish</a></p>

	<p>independence and resilience.</p> <p>TIS practitioner with dedicated time to work with children.</p> <p>Morning check in in every class</p>	<p><a href="#">Bereavement Resources for Educational Settings   BEEM</a></p> <p><a href="#">Traumatic bereavement resources   Anna Freud</a></p> <p><a href="#">Resources and Activities   Nelson's Journey   Child Bereavement Help for Norfolk</a></p>
--	---	--

## In school support

### Identifying need and Early Help support options

In Madresfield CE Primary School we take the following steps when there are concerns about a child or young person's emotional or mental health:

Identification of Needs document is used. Class Teacher highlights statements in Universal section.

1. Discuss concerns with parents/carers
2. Complete an in house/school assessment and share the outcomes with parents/carers.
3. Consider which early intervention school strategies would be the most appropriate for the child or young person. These may include:
  - a. 1:1 support with TIS practitioner
  - b. Lego therapy / SAND therapy
  - c. Lunch clubs
  - d. Talking/Drawing
  - e. Targeted clubs
  - f. Talkabout
  - g. Bereavement support

In some cases, a pupil's social emotional mental health needs may require not just an in school assessment and support but referral to further in school support or a primary care or specialist service, see below.

Other strategies that we employ include ; Informal alternative provision, External alternative provision, soft starts to the day, timetables time in sensory room, communication support strategies, 1:1 check-ins/ review of the day, nurture groups, Talk for Children, Zones of regulation interventions.

Our school will use the mental health route map of support listed here: [Mental Health Route Map \(worcestershire.gov.uk\)](https://www.worcestershire.gov.uk/mental-health-route-map)

See [appendix 1](#)

[Social, emotional and mental health | Worcestershire County Council](#)

[Madresfield CofE Primary School - Special Educational Needs and Disabilities \(SEND\)](#)

## Specialist Support

### Identifying need and additional specialist support

If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support maybe needed the school will explore, in partnership with parents, support from outside agencies, the first steps may include:

1. Referral to a Public Health Nurse (School Nurse).
2. Referral to a Youth Mental Health Hub
3. Referral to other Early Help support

Finally, the school may, after a discussion with the child or young person's parents:

1. Advise a GP appointment is organised
2. Make a referral directly to CAMHS
3. Make a referral to an Educational Psychologist

Guidance on accessing these services can be found here [Professionals' Toolkit | Worcestershire County Council](#) in the health referrals toolkit.

## 6) Suicide Prevention and Attempts

The school will use the WCC guidance on suggested action to take in the attempt of a suspected suicide, here; [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). In addition, the school will use the Guidance for Educational settings following the death of a child or staff member to support pupils and staff in these situations.



WCF Guidance for Educational Setting:

## 7) Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, emotional and mental health and wellbeing of their children, and in particular with protecting and supporting their children's mental health.

As a school we also recognise that a child's mental health will be affected by their parents and carers mental health, and so we are committed to providing updated information on what services parents and carers can access to keep themselves well.

Some signposting options for parents and carers are listed below and will be included on the school website:

- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Information about support for parents and carers | Worcestershire County Council](#)
- [Am I a carer? | Worcestershire Association of Carers \(carersworcs.org.uk\)](#)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)

- [Madresfield CofE Primary School - Pastoral Support](#)
- [Madresfield CofE Primary School - Supporting Families](#)
- [Madresfield CofE Primary School - Wellbeing](#)

## **8) Supporting Staff's Positive Mental Health**

We are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

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

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

The school will support Newly Qualified Teachers (NQTs) to ensure they develop the understanding and skills needed to develop their own good mental health and that of the children.

Links to other policies are:

- Staff Handbook
- Managing staff attendance document
- Staff grievance policy
- Disciplinary policy
- Recruitment policy

Practical strategies we will use in school to promote good staff wellbeing will include:

- Encouraging a healthy workload and life balance [workload reduction toolkit – TBC]
- Organising work and being realistic about timescales to prevent staff overload.
- Making staff recognition and praise a normal part of our school's culture. Setting aside regular time slots in meetings to do this.
- Teacher appraisal that is encouraging and that concentrates on praise.
- Targets aim to be realistic and concentrate on raising standards for children and young people.
- Creating a sense of belonging to the school (e.g. through team development opportunities and embedding staff wellbeing).
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support
- Use of the School Advisory Service.

## 9) Useful links:

### [Work Well Live Better | Worcestershire County Council](#)

It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

### [Mental health lead resource hub : Mentally Healthy Schools](#)

Resources for the whole school/college approach to mental health and wellbeing based around the 8 principles.

### [Resource hub: Mentally Healthy Schools](#)

Resources for classroom and wellbeing support including a calendar of curriculum themes and occasions linked to mental health with activity ideas and free resources for each theme.

### [Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person](#)

[Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a pupil population](#)

### [Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

For more information to apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

### [Ten ways to support school staff wellbeing | Anna Freud](#)

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

### [Mental Health Route Map \(worcestershire.gov.uk\)](#)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

### [Professionals' Toolkit | Worcestershire County Council](#)

[Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.](#)

### [Social, emotional and mental health | Worcestershire County Council](#)

- [Trauma informed approach](#)
- [Anxiety](#)
- [Self harm](#)

### [Parent carer engagement toolkit | Worcestershire County Council](#)

### [Bereavement support | Worcestershire County Council](#)

Organisations that offer bereavement support, including the bereaved by suicide service for those bereaved by or impacted by suicide, whenever the death by suicide occurred.

## Evidence based teaching resources for promoting good mental health

Programme name	Type of approach
<a href="#">PATHs</a>	Full year teaching programme for YR to Y6 30–55 sessions per school year, 20–30 minutes duration
<a href="#">Zippy's Friends</a>	Full year teaching programme YR to Y6 (or Y7) printed or online resources
<a href="#">FUN Friends/Friends for LIFE</a>	KS2: 10 x 1-hour sessions e.g. 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
<a href="#">my HappyMind</a>	EYs to Y6 plus Y7 transition programme 25 lessons per year group.
<a href="#">Resilience in Children   Positive Psychology Center</a>	The Penn resilience programme for middle school students
<a href="#">QUT Resourceful Adolescent Program - RAP-A - For Adolescents</a>	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
<a href="#">Parenting programme Home - Triple P UK Ltd</a>	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

# MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS

## WHAT IS AVAILABLE IN WORCESTERSHIRE

### UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

### EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

### TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricians
- Family Front Door
- AP Directory

### SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)