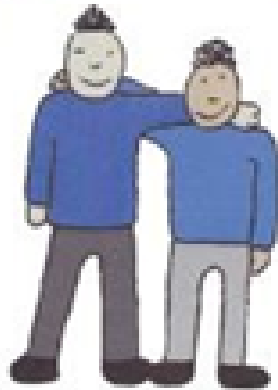


Kneesall C of E Primary



## Mental Health & Wellbeing Policy

Head Teacher Signature:	<i>Onof.</i>
Date Adopted:	June 2026
Review Date:	June 2027

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## Summary

Kneesall C of E Primary Academy is committed to promoting positive mental health and wellbeing for all pupils, staff, parents and carers. As a small rural Church of England primary school, our ethos is rooted in community, compassion and belonging. “Together we achieve”. We recognise that mental health is a crucial factor in overall wellbeing, learning, behaviour and relationships.

This policy sets out our whole-school approach to supporting mental health, increasing awareness, identifying early signs of difficulty, and ensuring that pupils and staff receive timely, appropriate support. It brings together and aligns with related policies, including Safeguarding, Anti-Bullying, SEND, Behaviour and Staff Wellbeing.

## School Vision and Approach to Mental Health

Kneesall C of E Primary Academy aims to:

- Foster a culture where mental health is understood, valued and openly discussed.
- Ensure pupils feel safe, listened to and supported.
- Promote resilience, emotional literacy and positive relationships.
- Provide early intervention and targeted support where needed.
- Work in partnership with families and external agencies.
- Support staff wellbeing and create a healthy working environment.

Our approach is proactive, inclusive and rooted in our Christian vision: “To grow as a community, within the love of God, so that all may flourish by nurturing courage, enabling kindness and instilling faith.”

## Why Mental Health and Wellbeing are prioritised

We prioritise mental health because:

- Emotional wellbeing is essential for learning, concentration and academic progress.
- Early intervention reduces the risk of long-term difficulties.
- Rural communities may face isolation, limited access to services and increased stigma.
- Staff wellbeing directly affects the quality of teaching, staff retention and the school climate.
- Positive mental health supports attendance, behaviour and long-term life outcomes.

This commitment aligns with our Christian values of **kindness, courage and faith**: kindness to one another within the community; courage to speak out for ourselves and those around us; and faith that promoting mental health and wellbeing will enable the community to flourish.

## Roles and responsibilities

### Governing Body

- Oversees the strategic direction of mental health provision, alongside the Mental Health Ambassador.
- Ensures policies are aligned and implemented effectively.
- Monitors wellbeing indicators such as attendance, behaviour and staff retention.

### Headteacher

- Ensures staff training and development.
- Coordinates support for pupils with emerging or identified needs.

- Liaises with external agencies and health professionals.
- Ensures alignment with safeguarding, SEND and anti-bullying policies.

#### Designated Safeguarding Lead (DSL)

- Identifies safeguarding concerns linked to mental health.
- Ensures staff understand how mental health relates to child protection.
- Works closely with the Mental Health Lead to coordinate support.

#### Mental Health Ambassador

- Monitors mental health and wellbeing within the school community (parents and carers; pupils; and staff)
- Coordinates support for pupils alongside the SENCO and ELSA.
- Liaises with external agencies and health professionals.
- Communicates with parents and carers and about their own or their children's mental needs in school and at home
- Signposts parents and carers to external agencies for support.

#### SENCo

- Supports pupils whose mental health needs relate to SEND.
- Ensures reasonable adjustments and personalised plans are in place.
- Works with families and external specialists.

#### ELSA

- Promotes positive professional relationships with individuals or groups of pupils to ensure school is a safe space, particularly for pupils with emerging or identified mental health or wellbeing needs.
- Through intervention, directly teaches emotional literacy to these pupils.
- Communicates with parents and carers about their children's emerging needs.

#### All Staff

- Promote positive mental health in everyday interactions.

- Explicitly teach British Values and Protected Characteristics to equip children with moral and social tools that actively eliminate discrimination and negative behaviours, whilst nurturing an environment of acceptance and safety.
- Recognise early signs of distress or changes in behaviour.
- Record and report concerns promptly in line with safeguarding policies.
- Support pupils with empathy, consistency and clear boundaries.
- Model positive wellbeing strategies.

#### Parents and Carers

- Work in partnership with the school.
- Share relevant information about their child's wellbeing.
- Engage with support offered by the school or external agencies.

#### Pupils

- Are encouraged to talk about feelings and seek help.
- Contribute to a supportive school culture.
- Participate in wellbeing activities and curriculum learning and reflect on these.

#### **Early Identification: Warning Signs and Risk Factors**

Staff are trained (in line with Safeguarding policies) to notice changes in behaviour, mood or presentation. Warning signs may include:

- Sudden changes in behaviour or academic performance
- Withdrawal from friends or activities
- Frequent physical complaints (headaches, stomach aches)
- Persistent low mood or tearfulness

- Irritability, anger or aggression
- Changes in eating or sleeping patterns
- Self-harm indicators or talk of hopelessness
- Excessive worry or anxiety
- School refusal or increased absences

Risk factors may include:

- Family stress or breakdown
- Bereavement
- Trauma or adverse childhood experiences
- Bullying or social isolation
- SEND or neurodiversity
- Chronic illness
- Economic hardship
- Online harms

Concerns are recorded and shared with the DSL using CPOMS and professional dialogue.

### **Support for Pupils Experiencing Mental Health Difficulties**

#### Universal Support

- PSHE curriculum teaching emotional literacy, resilience and healthy relationships
- Daily check-ins and nurturing classroom environments
- Collective Worship's promoting wellbeing and kindness
- Outdoor learning and physical activity
- Peer support

## Targeted Support

- Pastoral interventions such as ELSA, Lego Therapy and Theraplay
- Thinking time (in line with Behaviour policy)
- Safe spaces in each classroom
- Individual support plans

Where needs are more complex, the school may refer to:

- CAMHS
- Educational Psychology
- Early Help Services
- Counselling or therapeutic services
- Behaviour support teams

Parents are involved at every stage unless this would place the child at risk.

## Support for Parents and Carers

The school will:

- Provide information on mental health and wellbeing.
- Offer guidance on supporting children at home.
- Signpost to local services and charities.
- Hold workshops or information sessions where possible.
- Maintain open, non-judgemental communication.

## Support for Staff Wellbeing

Kneesall C of E Primary Academy recognises that staff wellbeing is essential to a thriving school. We commit to:

- A supportive, respectful working culture
- Reasonable workload expectations
- Access to wellbeing resources and training
- Clear communication and opportunities for feedback
- Supportive line management
- Access to occupational health where needed
- Encouraging a healthy work–life balance

Staff are encouraged to speak to the Headteacher or a senior leader if they are struggling.

### **Alignment with Other Policies**

This policy explicitly aligns with:

- **Safeguarding and Child Protection Policy** – mental health concerns may be safeguarding concerns.
- **Anti-Bullying Policy** – bullying can cause or worsen mental health difficulties.
- **SEND Policy** – mental health needs may constitute a special educational need.
- **Behaviour Policy** – behaviour is understood through a trauma-informed, relational lens.
- **Attendance Policy** – mental health is considered when addressing attendance issues.
- **Staff Wellbeing Policy** – supports a healthy workplace culture.

All policies work together to ensure a consistent, compassionate approach.

### **Best Practice Principles**

Our approach is guided by:

- Whole-school commitment to wellbeing
- Early identification and intervention
- Child-centred, trauma-informed practice
- Partnership with families
- Collaboration with external agencies
- Evidence-based interventions
- Respect for confidentiality
- Inclusive practice for all pupils, including those with SEND
- Continuous staff training and development

### **Monitoring and Review**

The policy will be reviewed annually by the Headteacher and Governing Body, considering:

- Pupil wellbeing data
- Staff feedback
- Parent/carer feedback
- Training needs
- Changes in statutory guidance