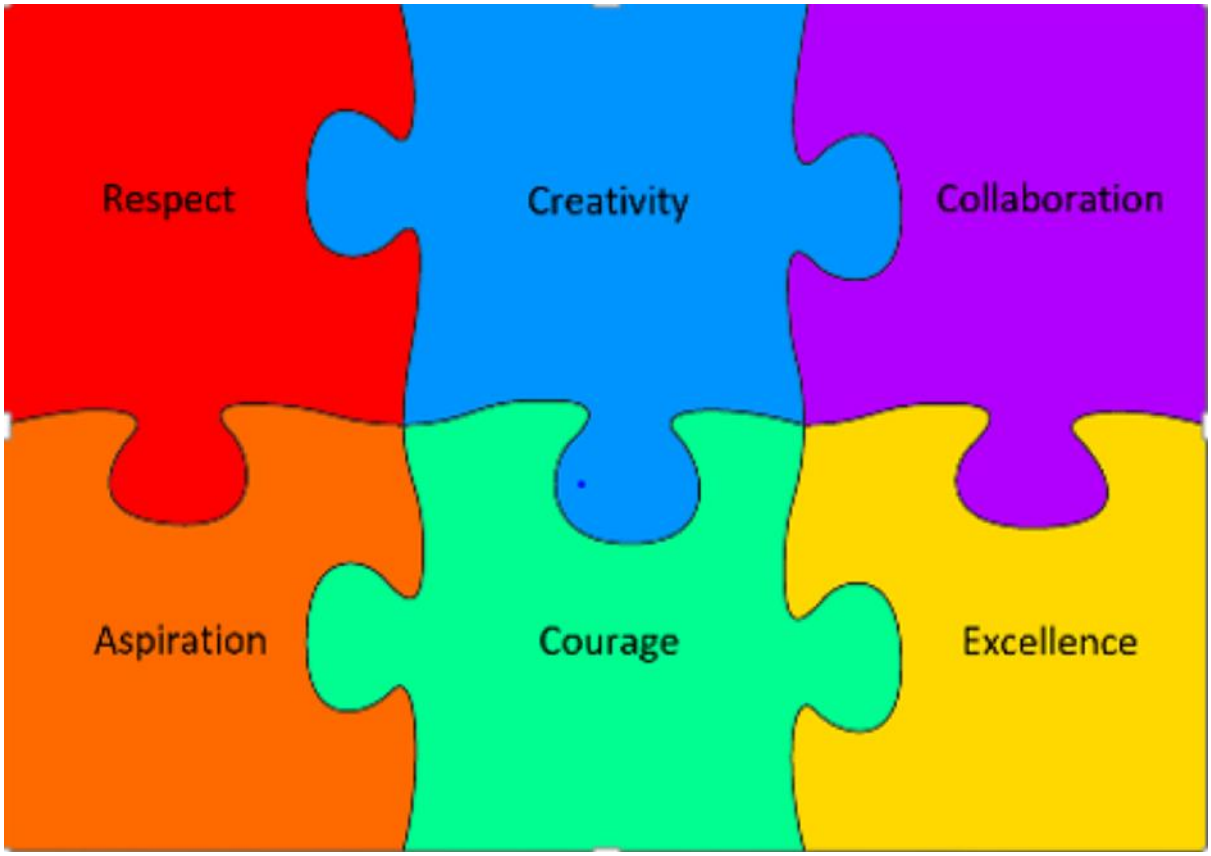
Randlay Primary School and Nursery

Mental Health and Wellbeing Policy



Review: November 2026

Person responsible for overseeing the implementation: K. White

Our Whole School Philosophy

Mental Health is a state of well-being in which every individual is able to realise his or her own potential, is resilient and able to cope with the normal stresses of life, can work productively and is able to make a positive contribution to his or her community. (World Health Organisation)

At Randlay Primary School and Nursery, it is our aim for us to promote the importance of mental health and well-being for every member of our school community ensuring each person is able to make a fruitful contribution. To achieve this we present our staff and pupils with positive whole school approaches in support of positive mental health. Central to the school ethos of 'Working Together as One,' is the importance of building positive relationships through our core values of Courage, Respect, Creativity, Collaboration, Excellence and Aspiration. At Randlay School, we are fully committed to supporting mental health and as such, we encourage all of our pupils and staff to be open with regard to this, ensuring each person feel valued. As a staff we understand that change is a constant of life and that sometimes these changes may lead to members of our school community needing more help to cope. In doing so we acknowledge we all have a role to play in supporting one another and so whole school assemblies focus strongly on our core values when developing our pupils' positive mental health.

Policy Scope

This policy provides a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It requires reading and understanding as all other relevant policies, particularly the SEND policy and any additional related documents.

Aims

At Randlay Primary School and Nursery, we aim to:

- Promote positive mental health in all our pupils and staff
- Increase understanding and awareness of common health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental health issues as well as to their peers and parents if and when appropriate
- Help pupils to understand their emotions and experiences in a positive way
- Ensure all pupils feel comfortable sharing any concerns and worries
- Help children to form and build healthy relationships
- Help pupils understand the importance of resilience and ways of coping with setbacks.

We will promote this within a safe and healthy environment by:

- Promote 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 for our pupils to develop a sense of worth and to reflect
- Promoting our pupils voices and giving them the opportunity to participate in decision making
- Celebrating each student for who they are and giving them the opportunity to participate in decision making
- Adapting whole school approaches to mental health and providing support to any student that needs it
- Enabling staff to respond to early warning signs of mental ill health
- Supporting staff who are struggling with their mental health

Lead Members of Staff

All staff members at Randlay School have a responsibility to promote the mental health of students and each other. However, certain members of staff have a specific role in the process. These are our:

Headteacher and designated safe guarding lead: Mrs Lynda Stolic

SENCO, DSL and member of the SLT: Mrs Kate White

SLT/ SMT: Miss Kirsty Parkinson, Miss Leanne Parry and Mrs Kate Hever (PSHE Cord)

Pastoral Lead and DSL- Miss Victoria Mantle

If a member of staff is concerned about the mental health and wellbeing of a pupil then in the first instance they should speak to one of the above appropriate members of staff. If there is a concern that that a pupil is in danger of immediate harm then the normal child protection procedures with immediate referral to a safe guarding lead. If the pupil presents a medical emergency

Teaching about Mental Health

Our PSHE curriculum has been developed to give pupils the skills, knowledge and understanding they need to keep themselves mentally healthy. It is important that we teach resilience through a range of appropriate techniques. We review our PSHE provision regularly in order to ensure that the contents meets the mental health and wellbeing requirements of all our pupils.

Signposting

We will ensure that staff, pupils and parents are aware of the sources of support within our school and community. We display relevant sources of support on a notice board in the entrance to the school. As a staff, we regularly highlight support available to the pupils through the relevant parts of the curriculum.

Identifying Warning Signs

All school staff need to be vigilant concerning potential warning signs, which could indicate that a pupil is experiencing significant mental health problems. Warning signs are taken seriously and staff observing any warning signs should communicate their concerns to the appropriate adult, for e.g. the child's class teacher or an appropriate named lead member of staff.

Possible Warning Signs

- Physical signs of harm that are repeated or appear non-accidental
- Changes to eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity levels and mood
- Lowering of academic achievement
- Talking or joking about self- harm or suicide
- Abusing drugs or alcohol
- Expressing feelings or failure, useless or loss of hope
- Changes in clothing- e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Lateness to or unusual absences from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Negative behaviour patterns, e.g. disruption

Managing Disclosures

If a pupil chooses to make a disclosure concern about himself/ herself or a friend to any member of the staff, then staff just need to respond appropriately to the disclosure. The response must always be non-judgemental, calm, supportive and understanding. There should be an emphasis on listening rather than advising and the first response should always be of acknowledging the disclosure as oppose to exploring 'why?' All disclosures require a calm and considered response and where appropriate need to be recorded using the appropriate referral forms to alert designated Safeguarding Leads.

Confidentiality

It is essential that staff understand whilst disclosures will be treated with discretion and confidentiality concerning the inappropriate sharing of personal data and information. However, it is important that staff also recognise the need to inform the child that secrecy is not a guarantee, as information may need sharing with other people. It is therefore important that adults are honest about the following pieces of information:

- Who they are going to talk to about the disclosure
- What they will need to tell them
- Why they are going to need to tell another person or organisation

However, staff should never share information about a student without first telling them. Ideally, information shared would be with consent of the child. Though there are certain

situations when information is shared with a parent, another member of staff or an outside agency for e.g. Family Connect. It is advisable to share concerns regarding disclosures with a colleague, preferably with a member of the safeguarding teams and or a parent. If in doubt it is important that staff pass the information on as it is important to check if unsure. In turn, this helps to protect the health and wellbeing of the person to whom the disclosure was shared, as they are no longer solely responsible for the response to the concern. It also opens up opportunities to discuss ideas and the additional support available. This also provides an opportunity for staff to share additional contextual information in relation to the pupil's circumstances that may be relevant when building a picture around the child. In addition, it is important that there is continuity within the organisation and one adult does not hold the relevant information. It is important to ensure that the pupil understands that any sharing of their disclosure takes place in order to access additional support, help and advice. This is not a break in trust but a clear message that the pupil's mental health and wellbeing is of our paramount concern.

Whole School Approach

Our whole school approach to positive mental health and wellbeing is the mental health of our pupils. This involves working with relevant local agencies to support emotional health and wellbeing such as:

- The school nurse
- Paediatricians
- CAHMS
- Counselling services
- Therapists
- Family support workers
- Behavioural support workers
- Education psychologists

Supporting Peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their friends. In response to this, we will consider if peers are in need of additional support, as friends may have been privy to sensitive information or exposed to a degree of emotional stress. In order to keep friends safe, we will consider who may be in need of additional emotional support and ensure an appropriate response is provided one to one or within small group situations. This is to ensure they are supported in developing healthy ways of coping with potentially difficult emotions. Parents are made aware of situations and any conversations with pupils concerned are dealt with sensitively.

The Classroom Environment and Sunshine Room

Staff at Randlay Primary School believe strongly in the significance of belonging and as such provide a positive environment in which our pupils are able to safely learn and grow. To support this all of our classrooms feature inclusive displays and positive language. The

Randlay Values are on display within the entrance to the school as well as on the wall in each class base. We ensure every classroom displays a sunshine, rainbow and cloud as a positive behaviour strategy and visual representation of the value of each individual who contributes to our Randlay School community. Our 'Sunshine Room' is a special environment developed purposefully for pupils who may be in need of additional nurture. Within this space, pupils receive the appropriate support individually or in small groups. This enables us to develop trusting, positive relationships in a homely, secure and calm environment. This is also an ideal intervention space for pupils who may be dealing with mental health and wellbeing issues.

Staff Training

All our staff receive regular and thorough training with regard to the importance of child mental health and wellbeing in order that we are fully aware of any policy changes of current issues. We also ensure all staff remain updated in relation to Safeguarding, Child Protection policy and SEND. Provision maps are completed for individual learners and appropriate programmes of support are developed. These maps are reviewed termly and all targets updated. The class teacher monitors any pupils that displays mental health concerns and they are identified for future assessment. The SEN register is updated by the SENCO each term in collaboration with teaching staff and meetings are scheduled in order to discuss concerns, progress or any related issues. CPD is reviewed over the course of the year in response to the changing and developing situations of pupils.

Recording Safe Guarding Concerns

At Randlay Primary School all staff have access to 'c-poms' a database on which information can be recorded regarding concerns about individual pupils. These help staff to build a picture of a pupil over time and enables the SLT, SMT and SENCO to access any child's details in relation to wellbeing when necessary. Any concerns relating to an individual child must be reported on a yellow form immediately to one of the named Safe Guarding leads so the appropriate advice can be sought or appropriate action taken.

It is important that all pupils, staff, parents and carers understand that mental health and wellbeing is of paramount concern at Randlay School.

We prioritise the right of all our pupils to feel valued and cared for throughout their primary years, in order to flourish, thrive and live fulfilling and successful lives into the future.

Policy Review

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