Reinwood Infant + Nursery School
Pupil Mental Health and Wellbeing Policy

Written Summer 2018	**Reviewed September 2020**
Reviewed April 2023	**Reviewed November 2024.**
Next Review November 2027	

Policy Statement

> *Mental health is a state of well-being in which every individual realizes 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 Mental Health Organisation)*

At Reinwood I & N School, we are committed to supporting the mental health and wellbeing of pupils, parents/carers, staff and other stakeholders.

We pursue this commitment using both universal, whole school approaches and specailised targeted approaches aimed at vulnerable pupils, parents/carers, staff and other stakeholders.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

In addition to promoting positive mental health, we aim to recognize and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health.

At Reinwood I & N School we:

- Are nurturing, caring and loving, supporting each other in our 'school family'
- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self-esteem and ensure children know that they can count on adults within the school
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks
- Strive to support the mental health and wellbeing of pupils, parents/carers, staff and other stakeholders.

We promote a mentally healthy environment through:

- Our school vision and values and encouraging a sense of belonging
- Pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- The use of 'Jigsaw' to teach the PSHE curriculum
- During 2025 using 'My Happy Mind'
- Providing opportunities to reflect
- Access to appropriate support that meets need
- Complete Fit 15 activities / Multi skills / Yoga
- Celebrate Mental Health Day and Children's Mental Health Week annually
- NSPCC learning

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement

- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder

Base on the schools Vision of 'We always say, "I can"' and our values of Kindness, Honesty, Safety and Reslience.

Aims

At Reinwood I & N School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school

Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health

Support staff to identify and respond to early warning signs of mental health issues

Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

SEND policy

Relational policy

Anti-bullying policy

Child protection and safeguarding policy

KCSIE

Legislation and guidance

This policy was written with regard to:

The Equality Act 2010

The Data Protection Act 2018

Articles 3 and 23 of the UN Convention on the Rights of the Child

Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL), mental health lead or Wellbeing and Nurture Manager

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Senior Mental Health lead

Attendance Lead

Wellbeing and Nurture Manager

PSHE Co-ordinator

Warning signs

The Deputy Headteacher will complete termly wellbeing trackers (Pyramid of Need) for all classes, aimed at identifying a range of difficulties including:

- Attendance / punctuality

- Relationships
- Approach/attitude to learning
- Physical indicators
- Behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in:

- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene

Social isolation, from friend and family

Poor attendance or punctuality (or an increase in these0

Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

Rapid weight loss or gain / over or under eating

Secretive behaviour

Covering parts of the body that they wouldn't have previously

Refusing to participate in P.E. or being secretive when changing clothes

Physical pain or nausea with no obvious cause

Physical injuries that appear to be self-inflicted

Talking or joking about self-harm or suicide

Attachment difficulties

Lowering of academic achievement

Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored on CPOMS.

When making a record of a disclosure, staff will include:

The full name of the pupil(s) involved

The date, time and location of the disclosure

The context in which the disclosure was made

Any questions asked or support offered by the member of staff

Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

Who they will share the information with

What information they will share

Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the Child protection and Safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Supporting pupils

Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

Raising awareness of mental health during assemblies, PSHE and mental health awareness days/ week

During 2025 – trail "My Happy Mind"

Signposting all parents to sources of online support on our school website

Having open discussions about mental health during lessons

Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health – School Council will be asked to discuss this with their class and feedback

Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing

Train and support a group of Year 2 pupils to be 'Wellbeing Warriors'

Offering pastoral support, e.g. through Wellbeing and Nurture Manager

Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

- Wish My Teacher Knew – monster/alien
- Calm spaces

Assessing what further support is needed

If a pupil is identified as having a mental health need, the Senior Mental Health Lead, SENDCO or Wellbeing and Nurture Manager will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

Assessing what the pupil's mental health needs are

Creating a plan to provide support

Taking the actions set out in the plan

Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:
Nurture time – either 1:1 or in a small group

Brain breaks

Individual healthcare plans (IHPs)

A pupil may be offered an individual healthcare plan (IHP) if they need wellbeing strategies to support them in class.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

The mental health issue (and its triggers, signs, symptoms and treatments)

The pupil's needs resulting from the condition

Specific support for the pupil's educational, social and emotional needs

The level of support needed

Who will provide the support

Who in our school needs to be aware of the child's condition

What to do in an emergency

Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

Their GP or a paediatrician

KKiM

CAMHS

Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)

Local counselling services

Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support

Informing parents/carers of mental health concerns that we have about their child

Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child

Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy

Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child

Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)

Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

During 2025 we will offer them access to the My Happy Mind APP

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to CPOMS.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers.

Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

Strategies they can use to support their friends

Things they should avoid doing/saying

Warning signs to look out for

Discussing trusted adults that they can go to with their concerns

Signposting

The DSLs are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Senior Mental Health Lead, SENDCO and Wellbeing and Nurture manger will be available to provide further information to parents/carers if they want to learn more about what support is available.

We have a wellbeing section on our website.

Whole school approach to promoting mental health awareness

Mental health is taught in PSHE and during 2025 through ‘My Happy Mind’

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Pupils are taught to:

How to identify feelings and emotions

How the brain works and how this can impact our feelings, emotions and mental health and wellbeing

Develop healthy coping strategies

Challenge misconceptions around mental health

Understand their own emotional state

Keep themselves safe

For more information, see our PSHE curriculum available on the school website

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

Discussing mental health with pupils in order to break down stigma

Encouraging pupils to disclose when they are experiencing different emotions

Training

All staff will be offered training so they:

Have a good understanding of what pupils’ mental health needs are

Know how to recognise warning signs of mental ill health

Know a clear process to follow if they identify a pupil in need of help

Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member’s own mental health and wellbeing. To help with this we will:

Treat mental health concerns seriously

Offer staff supervision sessions

Support staff experiencing poor mental health themselves

Create a pleasant and supportive work environment

Offer an employee assistance programme with self-referral

Monitoring arrangements

This policy will be reviewed at least every three years.

At every review, the policy will be approved by the Governing body.