



# Mental Health and Wellbeing Policy

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***‘From small beginnings come great things’ The Parable of the Mustard Seed  
Matthew 13: 31-32***

At Cadmore End we will strive to apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised experience, enabling them to flourish in our family and in the future.

**Our Guiding Principles**

At Cadmore End Cof E Combined School and Nursery, we pride ourselves on developing a positive ethos built on our Christian vision and values.

**1. Respect:**

‘Treat others as you would want to be treated’ *Luke 6:31*

**2. Courage:**

‘I can do all things through HIM who strengthens me’ *Phillippians 4:13*

**3. Faith:**

‘Faith is being sure of what we hope for and certain of what we cannot see’ *Hebrews 11:1*

**4. Love:**

‘Love each other as I have loved you’ *John 13:34*

**5. Honesty:**

‘Speak the truth in love’ *Ephesians 4:15*

**6. Empathy:**

‘Be kind and compassionate to one another’ *Ephesians 4:32*

## **Policy Intent Statement**

At Cadmore End Cof E Combined School and Nursery, we are committed to promoting positive mental health and emotional wellbeing to all children, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

## **Scope**

This policy is a guide to all staff – including non-teaching and governors – outlining Cadmore End Cof E Combined School and Nursery's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with:

- SEND policy
- Relational Policy
- Behaviour and Anti-bullying policy
- Child Protection policy
- Curriculum policies/maps

## **Policy Aims**

- Promote positive mental health and emotional wellbeing in all staff and children.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to children with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst children and raise awareness of resilience building techniques.
- Instil a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## **Key Staff Members**

This policy aims to ensure all staff take responsibility to promote the mental health of children, however key members of staff have specific roles to play:

Headteacher, SENCO and Designated Safeguarding Lead (Mrs Groom)

Deputy Designated Safeguarding lead Mr Thorpe, Mrs Laynes, Mrs Hazell and Mrs Baird  
Mental Health First Aiders (Mrs Groom, Mrs Caine and Mrs Hazell).  
PSHE/RSE and Mental Health and Wellbeing lead (Mrs Groom and Mrs Hazell)

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the Safeguarding Lead. If there is a concern that the child is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

### **Individual Care Plans**

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, an Individual Care Plan will be drawn up. The development of the plan will involve the pupil, parents, and relevant professionals.

This plan should include:

- Details of the child's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

### **Teaching About Mental Health**

As part of our PSHE curriculum, we equip children with the skills, knowledge, and understanding they need to maintain both physical and mental wellbeing—for themselves and others.

We also work closely with the Bucks Mental Health Support Team (MHST), who deliver tailored sessions to groups of pupils identified as needing additional support. These sessions often focus on key areas such as managing transitions and building positive friendships.

In addition, these lessons provide strategies to help children manage their own mental health and offer guidance on how to support peers who may be experiencing difficulties.

### **Signposting**

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (e.g. posters) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

### **Support at School**

We provide nurture support for children who are identified as being vulnerable to mental health challenges. Pupils experiencing difficulties such as family illness, separation, bereavement, or other significant life events receive targeted support through small group or one-to-one sessions with Mrs Hazell or another trained member of staff.

Our school is currently engaged in training with the Virtual School to become a Trauma Informed School. This training has deepened our understanding of trauma and adverse childhood experiences (ACEs), and as a result, our practices and procedures are evolving to better support the emotional needs of all our children.

## **Warning Signs**

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the designated child protection lead/ named persons.

Possible warning signs, which all staff should be aware of include:

*Physical signs of harm that are repeated or appear non-accidental*

*Changes in eating / sleeping habits*

*Increased isolation from friends or family, becoming socially withdrawn*

*Changes in activity and mood*

*Lowering of academic achievement*

*Talking or joking about self-harm or suicide*

*Abusing drugs or alcohol*

*Expressing feelings of failure, uselessness or loss of hope*

*Changes in clothing – e.g. long sleeves in warm weather*

*Secretive behaviour*

*Avoiding PE or getting changed secretly*

*Lateness to, or absence from school*

*Repeated physical pain or nausea with no evident cause*

*An increase in lateness or absenteeism*

## **Targeted Support**

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working with MHST, Children's Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing an Individual Care Plan
- Providing a range of interventions
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.

- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- Any support offered will take account of GDPR regarding confidentiality;

## **Managing Disclosures**

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures will be recorded confidentially on CPOMS and the DSL is notified.

## **Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child. It is important to also safeguard staff emotional wellbeing. Safeguarding supervision between the named persons relieves the burden of concerns and also ensures continuity of care should staff absence occur. It also provides opportunities for ideas and support.

Parents would be informed if concerns are raised about a child's mental health. If a child gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## **Whole school approach - Working with parents/carers**

We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and process the situation.

Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree are written on a CP yellow form and an Individual Care Plan created if appropriate.

## **Supporting Parents**

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. (E.g. *50 things to do before you are 5 initiative*)

- Refer families to our Family Support Officer or MHST

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

## **Supporting Peers**

When a child is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the child who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

## **Training**

All staff receive regular training on recognising and responding to mental health concerns as part of their ongoing child protection responsibilities, ensuring they are equipped to keep pupils safe.

Three staff members—Mrs Groom, Mrs Caine, and Mrs Hazell—have completed Level 2 training in Understanding Children and Young People's Mental Health or are qualified Mental Health First Aiders.

Mrs Hazell and Mrs Groom are currently undertaking a four-year programme to become a Trauma Informed School. As part of our commitment to developing trauma-informed practice, all staff will receive CPD during the 2025–2026 academic year focused on the use of PACE and the 5 R's. (Please refer to the Relational Policy for further details.)

## **Staff Mental Health**

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, work load pressure, poor working conditions. To every extent possible, we aim to recognize and address cases of workplace pressures that contribute to mental health issues.

We aim to:



- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.
- Create pleasant workplaces
- Encourage communication

**Policy Review**

This policy will be reviewed every two years as a minimum or when there have been significant changes.