





**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL
MENTAL HEALTH AND WELLBEING POLICY**

REVIEWED: FEBRUARY 2022

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This policy is subject to review and evaluation by the Headteacher and Governing Body.

Signed by Jeanine Johnson, Head of School	
Signed by Anne Fletcher, Chair of Governors	

When reviewing and implementing this policy, staff, governors and stakeholders commit to linking policy aims and objectives to our vision:

“Do Everything in Love”

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love. Our vision is based upon 1 Corinthians 16:14. Our Key Values are: Respect, Love and Responsibility

Page	
3	Introduction
4	Individual Care Plans
4	Warning Signs
4	Managing disclosures
4	Confidentiality
5	Supporting Peers
5	Curricular and Extra-curricular Support
6	Roles and Responsibility
6	Training
7	Staff Wellbeing
8	When Problems Arise
8	Time off work for medical reasons
8	Managing Absence Due to Ill Health
8	Practical Actions for supporting new Staff members
9	Governor Induction Period
9	Review

Introduction

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

Positive Mental Health and Emotional Well-being describes how we think, feel and relate to ourselves and others and how we interpret the world around us. It affects our capacity to manage, communicate, and form and sustain relationships as well as our ability to cope with change and major life events.

At Ide Hill CE Primary School, our ethos "Nurturing all God's Children" and vision "Do everything in love" shapes all that we do. We work towards positive Mental Health and Wellbeing for the whole of our school community, adults and children.

"Do everything in love." 1 Corinthians 16:14

In one of the last instructions Paul gives the church in Corinth he encourages them to *"do everything in love."* After many advices regarding serious issues in the church, Paul summarized everything in one last statement. *"Just love one another, in everything that you do."* To do things through love we need to lift our eyes to God, the creator and master of love. God IS love and by being motivated BY love, as a Christian community, we glorify and honour Him.

Our values of Love, Respect and Responsibility guides the work that we do with and for those affected by mental health and well being, both directly and indirectly. We aim to:

- Alert staff to early warning signs of poor mental health and wellbeing
- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Use whole school well being approaches as well as specialised, targeted support for vulnerable adults and children.
- Develop and implement relevant and effective mental health procedures to promote a safe and stable environment.
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need. It also links to the following policies: Anti-bullying and Behaviour, PSHE, RSE Safeguarding and Child Protection Policy, Digital Technology Policies.

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Louisa Hillman Jeanine Johnson Joe Howse Alison Daniels	Designated Safeguarding Lead (DSL) Deputy DSL Early Years Lead DSL
Maryanne Lloyd	SENCO
Alison Daniels Sara White	Nurture UK Leaders
Linda Melin	PHSE Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Headteacher in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead via a green or blue form. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Where a referral to CAMHS is appropriate, this will be led and managed by the SENCO.

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the Headteacher. Possible warning signs include: (this is not an exhaustive list)

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / signs of poor 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Also, all staff, on completion of the Leuven Screening, will alert the Headteacher and SENCO if there are any concerns which need to be monitored.

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded in writing on a green form and given to the DSL immediately.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think that it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm. Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how and it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil 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 help (e.g. signs of relapse)

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.

Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity and an understanding that all children share universal rights.
- Supporting that families have chosen to send their children to a Church of England school. As a Christian community, we celebrate our uniqueness, promoting an ethos of care, guidance and support.
- High profile anti-bullying procedures and policy

- We are a Rights Respecting School. Our Rights Champions work hard to promote universal rights for children and to promote respect for all rights.
- Establishing clear rules, routines, policies and expectations about behaviour for learning, growth mindsets and social cohesion.
- Encouraging positive, caring and constructive relationships where children feel that they can speak to any adult.
- Recognising the background of individual pupils and their physical, social and emotional needs
- We ensure that information is shared appropriately so that any individual will receive whole school support from teaching staff, admin, as well as those in specialist roles and external agencies, where appropriate,
- A values and rights based curriculum which balances opportunities for intellectual, physical and expressive development
- Opportunities for pupil leadership through School Council, Rights Champions, House Captains, Vice Captains, Leading Lights, Prefects etc
- An emphasis on praise and reward
- Promoting wellbeing through the school as well as specific mental health interventions, such as nurture groups or interventions dealing with anxiety or emotions
- A plan of transition created to support all pupils to move to the next year group, into the school or into a new school. This may include a personalised plan for vulnerable children or those with a specific need.

Roles and Responsibility

All Staff and Governors: The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff team and of Governors. Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.

The Senior Leadership Team: The Headteacher, EYFS and Key Stage Leaders will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it

The Governing body: The Full Governing Body has adopted this scheme and will assess and monitor its impact annually.

Pupils: Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.

Parents and Carers: Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Training

All staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training, in order to enable them to keep pupils safe. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process or as additional CPD.

Staff Wellbeing

Ide Hill CE Primary School recognises that the staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. There is a relationship between healthier more positive staff, pupil achievement and school improvement. There are employer duties to staff that require sensitive staff policies and practice.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

The Headteacher, Senior Leadership Team and Governing Body will

- Promote a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of school relationships.
- Provide opportunities for personal and professional development.
- Operate Performance Management linked to clear job specifications
- Provide extra support certain times of particular challenge and/ or difficulty.
- Promote information about and access to supportive services.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school.
- Maintain contact with staff when they are absent for long periods.

At Ide Hill we use good practice shared by many schools to promote staff well-being. These universal strategies include:

- Lunch provided on the first INSET day of each year, subsequent days will be decided depending on the type of training being carried out.
- Positive comments made about the school and staff are shared.
- Successes are celebrated.
- Social activities are organised for staff by staff.
- PPA time given to teachers on a regular basis.
- Concerns are shared with line managers an open-door policy operated.
- Whole school social events.

In addition to these we have developed over time, strategies that are unique to Ide Hill. These strategies are not fads, they are practical, positive strategies used to support and promote wellbeing across the school:

- Diary is RAG colour coded by SLT and discussed to reduce stress for all staff.
- Leadership time given as necessary to enable teachers and leaders to effectively manage their workload.
- Additional non contact time negotiated with the Headteacher where there is a clear need.
- Teachers are responsible for how much time is dedicated to their own planning. The Senior Leadership team trusts in the ability and expertise of our strong teaching team, that planning will be undertaken to meet the needs of all learners and facilitate progress.
- Teachers are responsible for how much time they choose to spend in school - all teachers are provided with keys to allow flexibility.
- Planning is not collected in by Leadership on a regular basis, nor marked. Planning will only be used for monitoring purposes where a specific focus has been made clear, or in cases of capability. In this situations, sufficient notice will be given to teachers.
- Data is only collected for a specific purpose i.e. to inform PPA meetings / measure pupil progress or to identify trends. The format for this is produced by the Headteacher and held securely on a shared platform that staff can access on any computer, thereby giving flexibility. There is no requirement for teachers to complete data tick box exercises.
- There are clear deadlines for the collection of data. Staff are made aware of upcoming deadlines via the staff whiteboard.

- The school actively promotes the reduction of marking through a dialogic approach to teaching and learning, where in the moment planning, discussion and feedback, peer and self assessment can inform teacher's judgements and assessments of learning.
- As a school we recognise the importance of staff well-being, supporting all staff members to attain a healthy life - work balance. Staff are not expected to read or respond to emails received out of hours, i.e. before 08:30am or after 17:30pm. We also respect that staff may choose to work beyond these time parameters.
- Home learning policy encourages verbal feedback by peers and teachers, with work stamped to show that it has been shared. This further reduces workload for teachers.
- Staff are not overburdened with observations. Monitoring is undertaken in a variety of ways, including: professional conversations, pupil interviews, learning walks, book scrutiny, pop ins etc. All staff have experienced coaching pairs and are free to continue to use this as a CPD tool. Observations may be undertaken with a specific focus in a way that is manageable e.g. two subject leads observing at the same time rather than having two observations.
- Staff well being training is provided through CPD and as whole school training.

When Problems Arise

The school will provide personalised support and discuss options as appropriate to the individual and circumstances. In some cases this may include external support. The school will continue to support even when external services are involved. The school may put support in place for staff who are experiencing challenging circumstances outside of school by:

- signposting to support in and out of school
- considering whether workload and duties that could be managed more effectively during challenging or emotional periods.
- being supported by another member of staff who is not involved in any support programmes or capability procedures.

Deadlines:

At Ide Hill, deadlines will be set for staff members throughout the year via the staff diary and staff room diary. Advanced notice will also be given and indicated via the staff room notice board.

A deadline will be set because someone needs to know what you are doing / requests information from you by a specific date. It is expected that staff consider deadlines as important and understand how their actions support the well being of others.

When deadlines are considered important and are met it avoids unnecessary delays and stress. Meeting deadlines ensures reliability and creates an ethos of respect for others and their time.

Three weeks advance notice of upcoming deadlines is given so that staff can be responsible for reducing their own stress by effectively managing their time in order to meet these deadlines. Managing time effectively reduces the stress of needing to complete deadlines at the last minute and helps to maintain a healthy wellbeing.

It is important that deadlines are met as failure to do so may:

- negatively impact on the recipient as well as other staff who have worked efficiently to meet the same deadline. All staff must be aware of the impact their actions on others.
- cause additional stress - staff must plan their time efficiently to avoid over working themselves or create negativity that adversely affects others.
- adversely affect a staff member's reputation.

From time to time, a staff member may anticipate that a deadline will be hard to meet for a specific reason. In these situations it is expected that they make this difficulty known at least two weeks in advance so that reasonable steps can be taken. If a deadline is missed, an explanation and an apology will be expected. If deadlines are consistently missed,

Time off work for medical reasons

Staff are encouraged to arrange medical appointments outside of school hours. However, if this is not possible, then support will be given on an individual basis.

Managing Absence Due to Ill Health

Please refer to the School Policy, held in the Headteacher's office.

Practical Actions for supporting new Staff members

Upon employment each staff member will be given sufficient support, as detailed in Appendix 1. Staff induction will be lead by the mentor and Headteacher. Additional support may be given, where there is a clear need.

Practical Actions for supporting new Governors

All new governors will be supported through a period of induction, as detailed in Appendix 2. Governor induction will be organised and lead by the Chair of the Community Cohesion Committee (CoCo Committee). Additional support may be given, where there is a clear need.

Review:

This policy will be subject to review by the Headteacher and Governors every 3 years. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to the Headteacher. This policy will always be immediately updated to reflect personnel changes.

Appendix 1: Induction Checklist for New Staff:

	Guided Tour of the school by the Headteacher.
	Be given a mentor through an induction period and understand that this person will help them with difficulties, queries and complaints
	Staff Handbook provided
	Code of Conduct provided, discussed and signed
	Key to the school offered.
	Email address organised
	Support offered for email demo
	A safeguarding email will be sent outlining the school safeguarding expectations for: <ul style="list-style-type: none"> • Digital technology policy • Child protection and safety policy • Keeping children safe in education • Disqualification by association • DBS • Fire Safety procedures • Staff Supervision
	Be given access to wellbeing email address.
	Be given access to 365 and be shown how to use the site.
	Be given a login for the school website and be shown how to access the diary and register.
	Be given access to All policies, statutory and non statutory policies ,which are held in the Headteacher's office and will include this policy.
	Be given an identity badge.
	Be invited to attend a safeguarding meeting with the Designated Safeguarding lead to discuss: <ul style="list-style-type: none"> health and safety safeguarding policy Green forms / blue forms digital technology policy, acceptable use of technologies policy emergency evacuation and lock in policy Safeguarding cases pertinent to the class of children that they are teaching.
	Be invited to a review meeting with their mentor within 1 - 2 weeks of their arrival.
	Be invited to a meeting with the Headteacher within 2 weeks of their arrival.
	A follow up meeting to be held with the DSL to give the staff member an opportunity to discuss any relevant safeguarding procedures or concerns.
	Be invited to a follow up review meeting with their mentor or the Headteacher within 3 months of their initial review meeting. Additional reviews may be scheduled at 6 months and / or a year if necessary.
	Ongoing support from Key Stage Leaders, SENCO and Headteacher for the first three terms of employment, or as necessary.
	Advanced notice of the first school fire evacuation test, so that the staff member can ensure their understanding of the procedures.
	An opportunity to discuss fire evacuation procedures or concerns after the first evacuation has been carried out.
	Support from mentor / Key Stage Leader / Headteacher for special occasions e.g parents evening, show and share afternoons, sports day etc.

Appendix 2: Induction Checklist for New Governors

	Guided Tour / 'Learning Walk' of the school to be carried out.
	DBS check to be completed.
	Governor 'Code of Practice' shared.
	'Keeping Children Safe in Education' document to be shared.
	'Working together to safeguard children' document to be shared
	Safeguarding Training identified and completed.
	Safeguarding Policies to be read and signed: <ul style="list-style-type: none"> • Safeguarding and child protection • Digital Safety policy • Acceptable use policy • Behaviour policy • Health and Safety Policy • Mental Health and Wellbeing policy
	Structure of the FGB and its committees to be explained.
	Ensure confirmation of appointment has been received from Rochester Diocese.
	Be given a school email address
	Be given access to KLZ and be shown how to use the site
	Be given access to the school website and be shown how to access Governor information
	Be provided with Governor Monitoring Policy
	Be provided with policies relevant to their committees e.g. Teaching and learning, finance etc
	Be made aware of staff working hours / part time staff and leadership responsibilities
	Be shown how to create monitoring reports.
	Be shown how to book / undertake / report governor training
	Be invited to a governor review with the Chair of the Community Cohesion Committee within the first 2 months of the induction period.
	Book onto Governor induction training.
	Discussion held re: Importance of SIP and SEF, governor involvement explained.