



Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Mental Health & Well Being Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	September 2022
Reviewed	September 2025
Author	Headteacher & Mental Health & Well Being Lead
Review Cycle and Approval	2 Years Head Teacher
Next Review	September 2027

We are committed to safeguarding and promoting the welfare of children and young people



Policy Statement

At Crockerton CE Primary School, the wellbeing and safety of our pupils is our highest priority. We are committed to supporting all of our pupil's mental health and wellbeing both now and in the future. We have an ethos of learning and growing together, guided by our school values. Every member of our school has and/or will encounter challenges and traumas throughout their lives. Using a range of strategies, we aim to ensure all members of our school can face the challenges in a healthy and secure way.

At our school we promote a mentally healthy environment by:

- understanding the importance of teaching and learning for mental and physical health and wellbeing as well as creating an open environment that respects all.
- encouraging and respecting pupil, staff and parent voice; creating an environment in which pupils feel valued and therefore speak up, staff contribute actively during meetings and parents share their thoughts and ideas frequently.
- valuing set-backs and challenges as opportunities to learn and grow in life and nurturing a growth mind set, in which everyone feels they can persevere through adversity.
- considering the importance of secure and healthy relationships and working hard to ensure everyone in our school has trusted people to turn to, as well as the skills to build relationships and maintain these.
- treasuring each person as an individual and striving to understand and embrace differences, adapting and supporting each person as unique and precious.

We pursue our aims through:

- whole school policies.
- teaching and training for good mental health.
- supporting individual circumstances as they arise.
- being adaptive and mindful to situations which may affect mental health or wellbeing of individuals, groups or the whole school.
- allowing opportunities for staff and pupil voice – including a Green Team, School Council, Year 6 buddies to reception pupils, encouraging justice and responsibility.

Scope

This policy should be read in conjunction with our PSHE (Values), Supporting Children with Medical Needs and our SEND policies in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying policies and our Values (PSHE). It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Nic Ilic - Designated safeguarding lead
- Kate Woodley – Deputy designated safeguarding lead
- Charlotte Sides - Mental Health and Emotional wellbeing lead
- Also our SEND co-ordinator and our Parent Support Adviser.

Teaching about Mental Health

Teaching about Mental Health, provides our pupils with the knowledge and skills they need to improve their own mental health and recognise when they need further support. Our extensive Values (PSHE) Curriculum has been carefully designed to include age-appropriate knowledge and opportunities to practise skills that promote good mental health. The curriculum is progress and pupils build upon these knowledge and skills as they develop through the school. It has been written around SEAL, Wiltshire Learn for Life and Friends for Life (PACES CBT program), as well as many aspects of the DFE Relationships and Health Education Curriculum. Every class has weekly Values lessons; they provide a regular opportunity to monitor pupils' wellbeing through discussions and activities.

Targeted Support

As a school, we value the importance of good mental health and understand the impact that poor mental health can have on one's life. We treat each member of our school community as an individual and with dignity when identifying and supporting those who are at risk of or suffering from poor mental health.

Many of our staff are trained in various areas of mental health, including Mental Health First Aid, Draw for Talk and counselling skills.

We tailor support for each individual but also acknowledge that giving people the time to talk and to be listened to respectfully is key. This may be accomplished in a variety of ways including, but not limited to:

- a daily check in with a member of staff
- time with a member of staff to chat e.g. whilst making drinks
- draw for Talk intervention
- Lego Club social skills intervention
- a morning activity to support with the transition into school; this often includes a snack
- a quiet space to move to when needed
- adapting procedures – most recently offering a Covid Catch-up for social skills by adapting and extending play times to include peer reading and games or activities suggested by Beyond the Boxall Profile for KS1 pupils
- inviting those at risk to after school clubs or extra-curricular activities.

Assessment of Mental Health

The school makes use of the following tools for tracking mental health and wellbeing:

- staff questionnaires (the BANES council's model has been used most recently)
- pupil questionnaires (Anna Freud or the Stirling Children's Wellbeing Scale)
- BOXALL Profile is used as a diagnostics tool for individual pupils and Beyond the Boxall Profile is then used to provide targeted intervention and individual behaviour plans.

Signposting

We use a range of resources to signpost parents to, in order to support their children. These may be shared whole school or to classes on Class Dojo, via email or through face to face conversations with individual families. These include:

- Free courses as they arise – including for transition to secondary school
- Triple P parenting courses
- NSPCC information and support – the children are also signposted here
- Family Support Worker
- The family GP
- The school nurse
- CAHMS.

Identifying needs and warning signs

Knowing our children, families and staff well is key to supporting their mental health and wellbeing. Warning signs should always be taken seriously and concerns communicated with the DSL. Concerns will be monitored. Warning signs may include:

- low mood or raising lots of issues
- attendance
- punctuality
- changes in approach to learning
- changes in social interactions, particularly becoming withdrawn or aggressive
- physical indicators e.g. tired or changes in weight or appetite
- changes in behaviour or behaviour patterns
- family circumstances
- bereavement
- health indicators, such as frequent visits to the doctors or unexplained illnesses
- pupils at greater risk include: LAC, homelessness, youth offenders, FSM, separated parents, domestic violence or abuse, parental substance misuse, parental mental ill health, imprisonment of a family member, having been excluded, abuse (psychological, physical or sexual).

Pupils at lower risk will have: high self-esteem, good education, a family member in work, good oral language skills, positive relationships with parents, social/community inclusion, sport and physical activity.

Working with Parents

In order to support parents, the school, via our PSA will:

- keeps channels of communication open and 'check in' on parents
- signpost families to support (see above)
- ensure all families know who to talk to, including who the DSL (Designated Safeguard Lead) and deputy DSL are
- share our Mental Health and Wellbeing Policy on the school website so that it is available to all
- provide home learning activities that link to our Values Curriculum
- share Values learning on termly Parent Overviews of the curriculum.

Working with other agencies

In order to support our pupils and staff effectively, the school work with the following agencies:

- Wiltshire Children and Young People's Mental Health Network
- Nick Bolton, Wiltshire's Personal Development Adviser
- School Nurse
- Family Support Worker
- Educational Psychologist
- Behaviour Support
- Paediatricians
- CAMHS

Training

All staff will receive training in line with the Safeguarding expectations. Many of our staff have further training in Mental Health and Wellbeing. The Mental Health Lead attends regular network meetings, as a continuation of their initial training. As a minimum, the Mental Health Lead will provide training for staff annually.