



Mental Health and Emotional Well-being Policy

Agreed and adopted by Cheadle Primary School Governing Board

Date: February 2023

Review: October 2026

Policy Statement

At Cheadle Primary School, good mental health and emotional well-being are at the centre of our ethos. School should be a place where children are nurtured and supported and where we help them to develop self-esteem and resilience. We have many effective strategies in place throughout school which promote good mental health and emotional well-being.

We recognise mental health issues quickly and provide timely, bespoke intervention. We support staff, governors, children and their families. We do this by having a designated and fully trained pastoral worker within school.

The Department for Education (DfE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

Scope

This policy should be read in conjunction with our Safeguarding Policy, SEND policy and Medical Conditions policy.

This policy aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental 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 and their peers and parents/carers suffering mental ill health

Lead members of staff

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

Designated Safeguarding Lead, Head Teacher – Karen Leech

Deputy Designated Safeguarding Leads– Andrea Howard and Samantha Simpson

Mental Health Leads – Karen Leech and Samantha Simpson

Mental Health First Aider – Samantha Simpson

Pastoral Lead – Samantha Simpson

SENDCo – Thomas Chruszcz

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed. Where a referral to CAMHS is appropriate, this will be led and managed by Thomas Chruszcz, SENDCo.

Individual Send Support Plans

A Send Support Plan should be completed for any children with mental health issues who receive provision which is **different from and additional to** those of the other children. This should be drawn up involving the pupil, the parents and relevant health professionals.





Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our sequential PSHE curriculum. We use the SCARF programme to supplement our provision. (SCARF: Safety, Caring, Achievement, Resilience, Friendship).

There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. Avenues of help will be signposted in school.

Warning Signs

Staff may see signs which indicate a pupil 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 communicate their concerns with Samantha Simpson, our Mental Health and Emotional Wellbeing Lead.

Possible warning signs 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
- Skipping 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

Managing information and confidentiality

A child may choose to share concerns about themselves or a friend to any member of staff. We should be honest with regard to the issue of confidentiality. If we feel it is necessary for us to pass on our concerns about a child then we should discuss with them:

- Who we are going to talk to ie. parents and carers
- What we are going to tell them
- Why we need to tell them

If a child gives us reason to believe that there may be underlying child protection issues, our usual procedures should be followed.

Working with parents and Carers

We run regular workshops for parents, carers and children and signpost other avenues of help and support. We make time for parents and carers and support is offered for them as well as the child / children involved. Parents know who to contact to access support within school.

We will display relevant sources of support in public areas and on our website.

Article 24: "Every child has the right to the best possible health"

