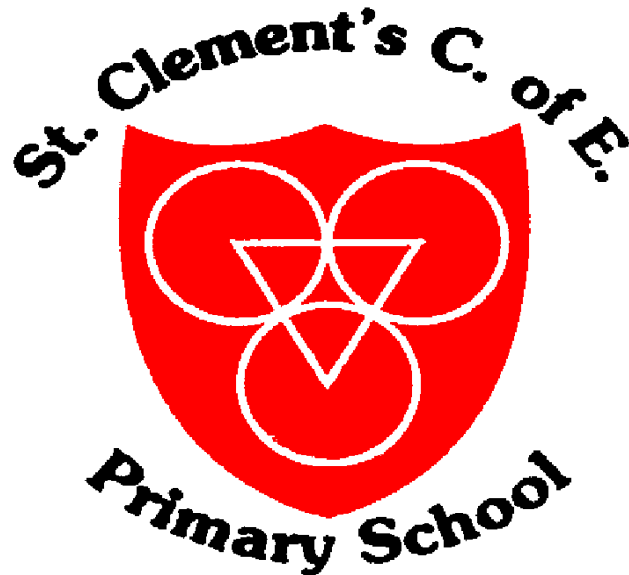


# St Clement's C. of E. Primary School

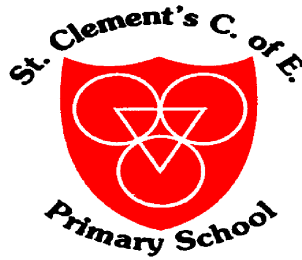


## Mental Health and Emotional Wellbeing Policy

Reviewed by CT & LS: 07.05.2026

Approved by F&R:

Review date: May 2028



***“With Faith, Hope and Love We Can Achieve  
Greater Things.”***

***“Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love.” 1  
Corinthians 13:4-7 New Living Translation***

### **Vision Statement:**

At St Clements, we aim to ensure that everyone thrives within our caring Christian community.

We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

### **Our Christian Values: (Guiding our Thinking and Behaviour)**

#### **Love- (Core Value that all of our 6 Values Flow):**

**Faith  
Hope  
Respect  
Compassion  
Forgiveness  
Thankfulness**

### **DDA STATEMENT**

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

**Rights Respecting School Link to Articles: 2, 3, 4, 6, 9, 10, 12, 13, 14, 16, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 39, 41, 42**

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## 1. Policy statement

At St Clement's, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' 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. We are also keen to ensure that all staff and governors ensure that they look after their own mental health – particularly given the context of working in education in a challenging environment.

## 2. Scope

This policy is a guide outlining St Clement's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies and is relevant to all persons who are part of the St Clement's school community.

## 3. Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## 4. Key staff members

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

Head Teacher, DSL and SENCO – Mrs Parker

Assistant Head Teacher, Behaviour Lead and DDSL – Mr Thirsk

Pastoral Staff and DDSL– Miss Steeles, Mrs Street, Miss O'Connor

Mental Health First Aider – Miss Steeles

PSHEe Coordinators – Ms Quinn and Mr Thirsk

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to one of the designated safeguarding persons – **Mrs Parker, Mr Thirsk, Miss Steeles, Miss O'Connor or Mrs Street.**

If there is a concern that the student 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.

Staff are also encouraged to speak to the nominated persons above if they are concerned about the mental health or well-being of colleagues.

## 5. Individual Care Plans

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

Suggested elements of this plan include:

- Details of the pupil'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

As part of our ongoing commitment to supporting staff, we also ensure that staff needing a care plan are offered one. Elements of this plan can include the headings listed above. This is in addition to all staff having a well-being target as part of their performance management.

### Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum. At St Clements, our PSHE curriculum consists of using the Manchester Healthy Schools 'IMatter' scheme as the main resource in the first instance for Y1 – Y6. Nursery and Reception will Think Equal materials all year. Our curriculum is also complemented by other programmes and initiatives including Children's Mental Health Week.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively alongside the materials in our curriculum.

Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

## 6. Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, Nurture room, toilets etc.) and through our communication channels (newsletters, dojo and websites), we will share and display relevant information about local and national support services and events. For staff, this will include the Employee Assistance Programme.

The aim of this is to ensure students understand:

What help is available

Who it is aimed at

How to access it

Why should they access it

What is likely to happen next

## 7. Sources or support at school and in the local community

### School based support includes:

For children: speaking to the class staff or a trusted adult within school, Learning Mentor, SENCO and designated persons. The best route of support will then be discussed. Parent/carers will be informed and involved in discussions of support e.g. interventions within school or outside agency referrals.

For adults: Speak to the mental health first aider in confidence, who can support and sign post to other agencies for further support. The mental health first aider is available each day, either face to face or via phone but a dedicated time slot is allocated within the school day on a weekly basis for appointments.

**Referrals** can be made by identified school staff to other external agencies, such as: CAMHS, school nurse, health visitor and more.

## 8. Warning Signs

Staff may become aware of warning signs, which indicate a student 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 school mental health first aider or a member of the designated person's team in school. Again, some of these warning signs, may, be relevant to members of staff as well.

Possible warning signs, which all staff should be aware of include but are not limited to:

|                                                                         |                                                             |
|-------------------------------------------------------------------------|-------------------------------------------------------------|
| Physical signs of harm that are repeated or appear non-accidental       | Expressing feelings of failure, uselessness or loss of hope |
| Changes in eating / sleeping habits                                     | Changes in clothing – e.g. long sleeves in warm weather     |
| Increased isolation from friends or family, becoming socially withdrawn | Secretive behaviour                                         |
| Changes in activity and mood                                            | Skipping PE or getting changed secretly                     |
| Lowering of academic achievement                                        | Lateness to, or absence from school                         |
| Talking or joking about self-harm or suicide                            | Repeated physical pain or nausea with no evident cause      |
| Abusing drugs or alcohol                                                | An increase in lateness or absenteeism                      |

## 9. 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 work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

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

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Manchester City Council Children’s Services, CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a ‘stepped care’ approach;
- Providing a range of interventions that have been proven to be effective, according to the child’s needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## 10. Managing disclosures

If a student 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 should be recorded confidentially on CPOMS. This information will be shared with the school’s designated person’s team.

## 11. Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

Who we are going to tell

Why we need to tell them

What we are going to tell them

When we’re going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers. If a pupil 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.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague, this ensures one single member of staff is not solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. Staff should also consider confidentiality if a staff member makes a disclosure, but again, report to one of the members of staff in the designated person team if they believe their colleague is at risk.

## 12. Whole School Approach

### 12.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues 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 come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to CPOMS and an Individual Care Plan created if appropriate.

### 12.2 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, dojo, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- 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. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

## 13. Supporting Peers

When a student 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 student 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 (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

Staff should also consider the above when supporting colleagues who may have made a disclosure or are struggling with their own mental health.

#### 14. Staff Wellbeing

Staff are required to take positive action to support their own health and well-being and it is expected that staff will participate in treatment programmes, e.g. Cognitive Behaviour Therapy (CBT), Physiotherapy, etc. where it has been indicated that such programmes will improve their health. Staff have access to a confidential drop-in session with the schools mental health first aider, who will act as a listening ear and signpost to other agencies for targeted support. Staff have access to the employee assistance programme, who can offer support via phone either in school or off site as and when required. They too, can signpost or refer to other professional agencies for support. Staff can also speak directly to the head teacher for support.

#### 15. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent, currently this is Miss Steeles.

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 students. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the head teacher who can also highlight sources of relevant training and support for individuals as needed.

#### 16. Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **May 2028**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the head teacher.

Any personnel changes will be implemented immediately.