

# **St Gabriel's C of E Primary School**



**Pupil mental health and  
wellbeing policy  
Summer 2025**

## Development process

Review date	July 2025 by SB and Governors
Next review date	July 2026

## 1. Introduction

### Safeguarding Statement

At St Gabriel's Primary, we respect and value every child, ensuring a caring, friendly, and safe environment where all pupils can learn in a secure and supportive atmosphere. We believe every child should participate in academy life with enjoyment and confidence, free from harm. Safeguarding is the responsibility of every adult working in or delivering services to our school. We are committed to protecting all pupils from physical, sexual, and emotional abuse, neglect, and bullying, promoting their welfare at all times

### Vision Statement

At St Gabriel's Primary, fostering curiosity and a love of learning is at the heart of our teaching. By broadening horizons, we enable every child to flourish and reach their full potential. We celebrate success and embrace challenges, developing resilience and a positive mindset. Together, we cultivate the character and values needed to become responsible, compassionate citizens of the future.

### Our Guiding Principles

At St Gabriel's Primary, we uphold a strong ethos rooted in the Christian faith, while embracing and respecting the diverse beliefs within our community. Our commitment to 'Excellence with Compassion' shapes all that we do.

### Excellence

Excellence is exemplified in Jesus and his perfect love. We strive to follow his example—treating others with kindness and working to the best of our ability in all areas of life. The Bible teaches us to work with all our hearts (Colossians 3:23), and we instill this value in our pupils. We are dedicated to providing the highest quality education and inspiring our children to strive for excellence—academically, socially, emotionally, and spiritually.

### Compassion

The Bible calls us to "clothe ourselves with compassion" (Colossians 3:12), and this principle is woven into every aspect of our school. Compassion defines how we treat one another, underpins all school policies and is reflected in our three core rules and six values. St Gabriel's pupils learn to show kindness and empathy within our school and the wider community, building a foundation for a caring and responsible future.

## 2. Aims

At St Gabriel's Primary we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Foster an inclusive school culture where pupils feel safe to discuss and reflect on their mental health.
- Promote positive mental health and emotional wellbeing for all pupils and staff.
- Increase understanding and awareness of common mental health issues.
- Equip staff to identify and respond to early warning signs of mental ill health in pupils.
- Provide staff with guidance on supporting pupils' mental health and fostering a supportive environment.
- Ensure staff know how and when to access further support for pupils with mental health concerns.
- Inform pupils and parents/carers about available mental health support and resources.
- Provide appropriate support for pupils experiencing mental health issues, including signposting to external services.

- Develop resilience among pupils and promote strategies for managing challenges.
- Embed a culture of wellbeing across the school, ensuring awareness of mental health signs and effective signposting.

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

### **3. Legislation and guidance**

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

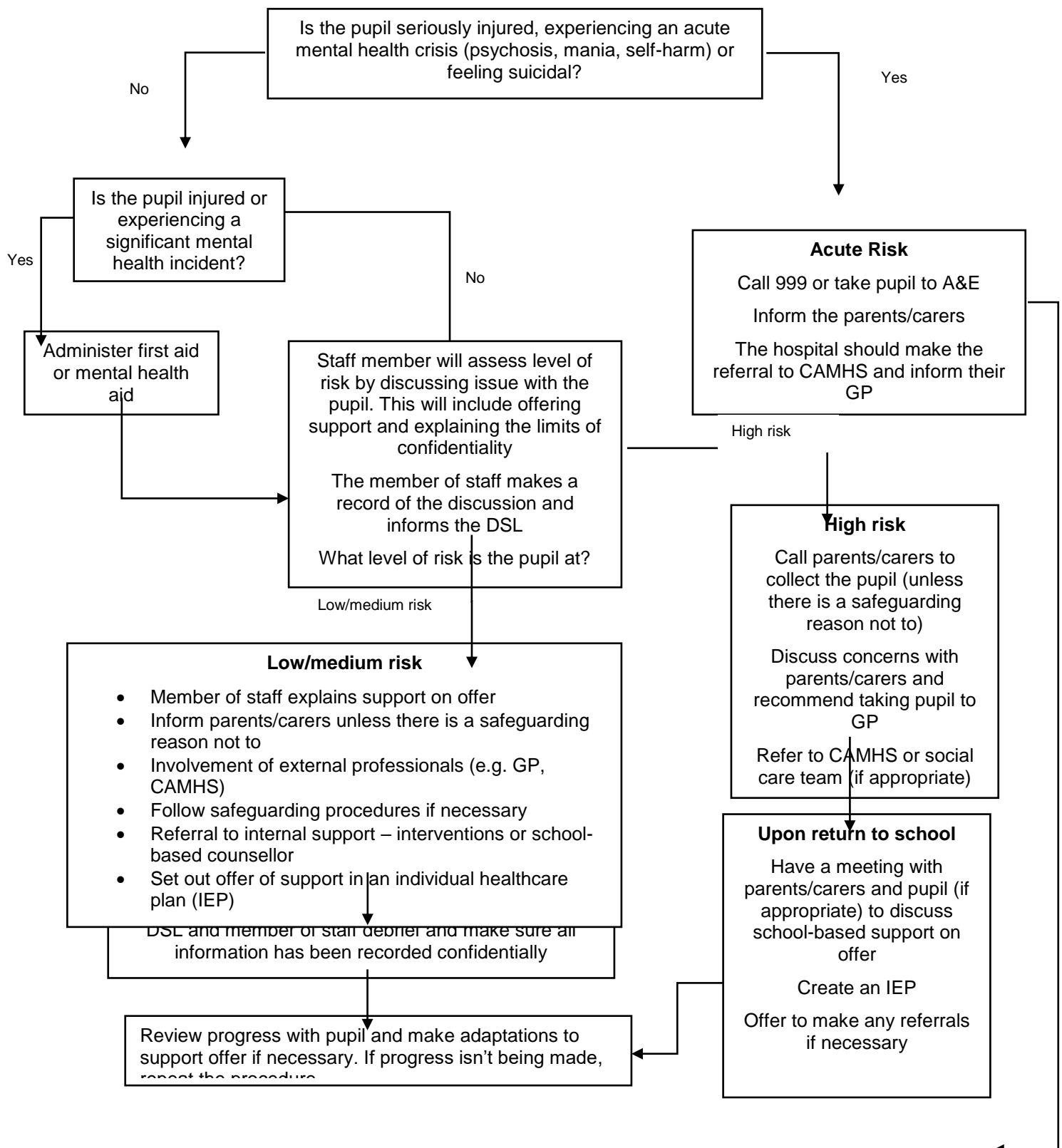
### **4. The responsibility of staff**

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the [designated safeguarding lead (DSL), the mental health lead or the SENCO]

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher: Miss Anson
- Designated safeguarding lead: Miss Anson
- Deputy safeguarding leads: Miss Bell and Mr Nunn
- Special educational needs co-ordinator (SENCO): Sonia Bell
- Mental health lead: Sonia Bell
- Attendance lead and Pastoral Teaching Assistant: Danny Baker

## 5. Procedure to follow in a case of acute mental health crisis



## **6. 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:

- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## **7. Managing disclosures**

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/Deputy DSL and they will inform the Mental Health Lead. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## **8. Confidentiality**

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question
- Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/Deputy DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the Child protection/safeguarding policy will be followed.

### **8.1 Process for managing confidentiality around disclosures**

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL/Deputy DSL.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL/Deputy DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## **9. Supporting pupils**

### **9.1 Baseline support for all pupils**

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support

- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
- Worry boxes
- Circle time

## **9.2 Assessing what further support is needed**

If a pupil is identified as having a mental health need, the Mental Health Lead will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 9.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

## **9.3 Internal mental health interventions**

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Reduced timetable
- Art Therapy
- Lego Therapy
- ELSA
- Gardening Club
- Friendship clubs
- Zones of regulation

## **9.4 Individual healthcare plans (IEPs)**

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, 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.

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

## **9.5 Making external referrals**

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#))

## **10. Supporting and collaborating with parents/carers**

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face. These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting. A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IEP) will be created in collaboration with parents/carers.

## **11. 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
- Warning signs that their friend needs help
- Things friends should avoid doing / saying which may inadvertently cause upset

## **12. Signposting**

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.



The Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

- Collective worship/assemblies
- Newsletters
- Parent mail/text
- Website

### **13. Whole school approach to promoting mental health awareness**

#### **13.1 Mental health is taught in PSHE**

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE curriculum <https://www.stgabrielsprimary.co.uk/pshe-and-rse/>

#### **13.2 Creating a positive atmosphere around mental health**

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

### **14. Training**

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

### **15. Support for staff**

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme

### **15. School Governors**

The school governors will review this policy in line with the review policy timetable