



Cupernham
Junior School

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

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This policy was updated in January 2025 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

CUPERNHAM JUNIOR SCHOOL

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 contribute to her or his community (World Health Organization).

“A ‘whole school/college approach to mental health’ is a culture that is built upon empathy, relationships and evidence-based practice. These practices are embedded within the curriculum, policies and procedures across the school. They are inclusive and flexible to support and respond to the school community’s mental health needs”

Dr Asha Patel, Clinical Psychologist & CEO at Innovating Minds (2020)

At Cupernham Junior school, we aim to foster the emotional, mental, and physical well-being of our pupils, ensuring they feel valued, accepted, and understood. We aim to promote positive wellbeing and mental health for every member of our staff too. We feel we are a very nurturing school, but there is always more we can do. In addition to promoting positive mental health, we aim to recognise and respond to mental ill-health. In an average classroom, three children will be suffering from a diagnosable mental health issue.

By the age of 14, half of all mental health problems are established in a person. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment. This document describes the school’s approach to promoting positive mental health and wellbeing. It should be read in conjunction with our ‘Supporting children with medical conditions’ policy, the school’s child protection policy and safe guarding policy; the SEND Policy and the Staff Code of Conduct.

This policy aims to:

- Foster and promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues in school and in the community
- Deepen the awareness for staff of early warning signs of mental ill-health in themselves and in their pupils
- Provide support to pupils with mental health issues and signpost staff to support services

KEY MEMBERS OF STAFF FOR MENTAL HEALTH AND INCLUSION

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

<i>Name</i>	<i>Role</i>
Simon Frost	Headteacher
Jade Hendry	Deputy head teacher
Laura Francis	Inclusion Leader + Senior Mental Health Lead
Sharon Strachan	SENCO
Paula Robertson	ELSA
Lizzie Pearce	Family Support Co-ordinator
Lucy Blofield	Support staff champion
Laura French + Charlotte Sadler	Governor for inclusion

SENIOR MENTAL HEALTH LEAD

All staff should champion mental health, but it is important to have named staff to ensure that the topic of wellbeing remains prominent. Mrs Francis (Inclusion Leader) is our Senior Mental Leader. This role encompasses:

- Championing mental health for the school community, not to be directly responsible for it
- Promoting wellbeing materials and resources
- Being a 'listening ear'
- Acting as a signpost for other services or professionals
- Cascading ideas and information to senior staff that could further improve wellbeing in school
- Having oversight of school improvement plans to ensure that mental health promotion has a key place and training opportunities are available
- Helping to reduce barriers to mental health in school by promoting positive language in relation to mental health and well-being

SUPPORTING PUPILS

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a member of staff above in the first instance and record it on CPOMs. 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. 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.

Where a referral to the MAST (Mental Health Support Team) or to CAMHS (Children and Adolescent Mental Health Services) is appropriate, this will be led and managed by relevant staff.

SUPPORTING STAFF

Staff can opt to speak to their line manager, senior member of staff or the Senior Mental Health Lead who can support them and/or signpost them to services available.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community, advising who it is aimed at and how to access it. Staff are able to access Hampshire Employees Support Line on 0800 030 5182. There is also an occupational health advice line (023 8062 6600) and website occupational.health@hants.gov.uk

TEACHING ABOUT POSITIVE 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 developmental **PSHE curriculum - Jigsaw**. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but 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. We will use guidance and resources from the PSHE Association and Mentally Healthy Schools website: <https://www.mentallyhealthyschools.org.uk/>

2025 – 2027 a planned introduction of a new initiative called StormBreak: [home | stormbreak CIO](#).

- Improves children's wellbeing, resilience, relationships, self-care, self-worth and hope & optimism.
- Supports children's physical activity and readiness for learning.
- Helps children recognise, respond and regulate their emotions.

WARNING SIGNS

School staff may become aware of warning signs which indicate a pupil, member of staff or a parent/carer 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 concerns with our SENCo, DSL or our Mental Health Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Repeated physical pain or nausea with no evident cause
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

Further indicators for pupils:

- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Lowering of academic achievement

MANAGING DISCLOSURES

A pupil, staff member or parent 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, staff member or parent 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 person's emotional and physical safety rather than of exploring 'Why?'

All disclosures regarding pupils should be recorded on CPOMS. This record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main factual points from the conversation
- Agreed next steps

Information about pupils should be shared with a member of the DSL team, who will offer support and advice about next steps. The person who brings the information also has the right to know the outcome for the pupil, or parent (where appropriate). This may just be an assurance that help was sought, or that the child is now receiving some support in school.

CONFIDENTIALITY

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

- 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/adult 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.

It is always advisable to share disclosures with the DSL or a deputy DSL as this helps to safeguard our own emotional wellbeing because we are no longer solely responsible for the pupil. It ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil.

Parents must always be informed if a child is self-harming, talking of self-harm, saying they are being bullied, bullying others, or expressing low mood. We should always give pupils the option of us informing parents on their behalf or together with them. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL or deputies must be informed immediately.

WORKING WITH FAMILIES

Where it is deemed appropriate to inform parents or carers, we need to be sensitive in our approach. Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Ensure our Family Support Coordinator (Mrs Pearce) is available for meetings

- Highlight sources of information and support about common mental health issues on our school website
- Make our positive mental health policy easily accessible to parents
- Keep parents informed about the mental health topics their children are learning about in PSHE Sources of Support

SOURCES OF SUPPORT

Sources of support for children with mental health needs, outside of school professionals, may include:

The Hampshire CAMHS website has many useful guides which may support professionals, parents and carers <https://hampshirecamhs.nhs.uk/>

New Forest CAMHS 023 8074 3000

Simon Says (Bereavement support) 023 80647550

Hampshire Educational Psychology Helpline 01962 876239

WEBSITES FOR SUPPORT

Some good websites for staff or parents who wish to learn more about mental health are:

➤ **For children:**

<https://www.minded.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.annafreud.org/training/>

<https://www.cwmt.org.uk/> (for older children and young people)

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/emotional-wellbeing-of-children-in-care/>

<https://www.adoptionuk.org/campaigns>

<https://www.simonsays.org.uk/> (for children who have been bereaved)

<https://www.barnardos.org.uk/what-we-do/services/child-bereavement-service-general> (for children who have been bereaved)

<https://www.mentallyhealthyschools.org.uk/media/2305/childrens-mental-health-week-toolkit-final.pdf>

<https://www.annafreud.org/schools-and-colleges/resources/talking-mental-health-animation-teacher-toolkit/>

<https://www.mentallyhealthyschools.org.uk/resources/activities-for-exploring-feelings/>

<https://www.annafreud.org/media/11396/tmh-parent-leaflet-final-web-updated-by-ed-april-2020.pdf>

➤ **For adults:**

<https://www.italk.org.uk/> (for adults)

<https://www.solentmind.org.uk/> (for adults)

[Community Mental Health Services \(Adults\) :: Southern Health NHS Foundation Trust](#) – Romsey number 01794 830323 (for adults)

Staff can access support from the Education Support Line: <https://www.hants.gov.uk/hampshire-services/occupational-health/schools/employee-support>

<https://giveusashout.org/>

Silver Cloud is available 24-7 so we find it's popular for people with busy schedules as you can use it as and when you get time.

Health Assured and resilience website.

The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement.

CONCERNS FOR THE IMMEDIATE WELFARE OF A CHILD

If the school's DSLs are unavailable, then contact the Children's Services Professional Line on 01329 225379, or complete the Inter Agency Referral form: