

# Heald Place Primary School



Every Child a  
Confident Learner

## Staff and Wellbeing Policy

September 2025

## Aims and objectives

**1.1** As a rights respecting school, the Mental Health and Wellbeing Policy aims to support the UN Convention on the rights of a child.

- Article 3 – The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 24 – Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**1.2** We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our Mental Health and Wellbeing Policy has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to mental health posed by screen time, stereotypes, negative influences and unsafe relationships, and we aim to equip them with the social skills that enable them to identify the state of their own mental health and seek support as necessary.

**1.3** At Heald Place Primary School, 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:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources.
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**1.4** This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)

## Whole school approach to promoting mental health awareness

**2.1** Mental health is taught in PSHE. We follow the Manchester Healthy Schools IMatter version3 materials.

For more information, see our [PSHE curriculum](#). Pupils are taught to:

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

**2.2** 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

**2.3** 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

## Disclosures

**3.1** 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)/Mental Health Lead.

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

- Hatim Kapacee, Headteacher
- Tom Denton, Designated safeguarding lead (DSL) and Special Educational needs co-ordinator (SENDCo)
- Anne Zaidi, Mental Health Lead
- Lucette Henderson, Therapeutic Support
- Ellen Fitzgerald, Therapeutic Support

**3.2** The priority for the school is to ensure the positive mental health and wellbeing of the school community, working with children, parents and carers to signpost them to support as appropriate. Children can follow the typical self-referral procedures to Chatterbox and thereafter gain access to therapeutic support.

**3.3** All staff should remain vigilant to signs that a pupil's mental health is deteriorating. Some indicators include:

- Changes in:
  - 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

**3.4** 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/Mental Health Lead. All disclosures are recorded on CPOMS.

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

## **Confidentiality**

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

**4.2** 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

**4.3** Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/Mental Health Lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

**4.4** 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

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

**4.6** Parents/carers will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

**4.7** 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/Mental Health Lead
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/Mental Health Lead 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

## **Supporting pupils**

**5.1** 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, tutor time, PSHCE and Mental Health Awareness week
- 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 self-regulation questionnaire as preparation for a BTAC meeting
- Appointing a member of the Senior Leadership Team as the Mental Health Lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through the therapeutics team
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Chatterbox
  - Circle time

**5.2** 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 support detailed above.

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

**5.3** 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
- Yoga
- Chatterbox

**5.4** A pupil will be offered an individual healthcare plan (IHP) if their mental health means they are at risk of harming themselves or others. IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals. The pupil's IHP will contain the following details:

- 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

**5.5** 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](#), [Young Minds](#), [Kooth](#))
- Local counselling services

## **Working in partnership with parents/carers**

**6.1** 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
- Liasing 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 PSHCE, and share ideas for extending and exploring this learning at home.

**6.2** 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.

**6.3** 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.

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

## **Supporting peers**

7.1 Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other. We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## **Support for staff**

8.1 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 delivered by Health Assured

**J. Crossley**

**July 2025**

### Appendix I: Procedure to follow in a case of acute mental health crisis

