Ladygrove Primary School



Mental Health and Wellbeing Policy

September 2025

Review date September 2026

Policy- Document Status			
Date of Policy Creation	**September 2020**	**Named Responsibility**	Jo Weichlbauer
Date of review completion	**September 2025**	**Named Responsibility**	Beth Ellis (SENDCO and Mental Health Lead)
Inception of new Policy	**September 2025**	**Named Responsibility**	Beth Ellis (SENDCO and Mental Health Lead)
Date of Policy Adoption by Governing Body		**September 2025**	

This policy should be read in conjunction with the staff handbook and the following policies:

- PSHE
- Appraisal
- Behaviour
- Anti-Bullying
- Special Educational Needs and Disabilities
- Safeguarding
- Health and Safety
- Medical Conditions
- Diversity and Equal Opportunities
- Whistleblowing
- Alternative Provision

Definition of Mental Health and Wellbeing

Just as we all have physical health that varies from person to person and from time to time, we all have mental health which fluctuates. The World Health Organisation defines mental health as '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 make a contribution to her or his community'.

Aims

At Ladygrove Primary School and Nursery we are committed to supporting the mental health and wellbeing of our whole community – this includes both the children/young people in our care as well as our own staff and the families within our community. This policy sets out our approach to mental health and wellbeing for all parties.

Those experiencing mental health difficulties should not face discrimination and the school are committed to helping to identify these difficulties and supporting people to overcome them.

Overall, this policy aims to:

- Build and maintain an environment and culture that promotes positive mental health and wellbeing and prevents discrimination (including bullying and harassment).
- Increase knowledge and awareness of mental health and wellbeing difficulties and behaviours.
- Recognise and address sources of stress.
- Support those staff and pupils who are experiencing poor mental health.
- Reduce stigma around mental health.
- Facilitate employees' and pupils' active participation in a range of initiatives that support and promote mental health and wellbeing.

Mental health conditions and the effects of stress can affect anyone, regardless of their position in the organisation. This policy applies equally to all pupils and employees including part-time staff, contractors, and volunteers (from now on referred to as 'staff').

Ethos

At Ladygrove Primary School and Nursery have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued.

We recognise that everyone will experience mental health difficulties at some point in their lives and we have an ethos, which encourages support and respect for both staff and pupils. At our school we have an inclusive ethos, which encourages support and mutual respect for both staff and pupils.

We aim to recognise those in need and will endeavour to support them as best we can, possibly signposting them to others who can help and providing support in school. We do not judge or blame, we act to provide a support network for those experiencing difficulties. Our priority is to safeguard and support all of our staff and pupils. We value our employees and believe that each employee plays an important part in contributing to our goals.

At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others or taking part in activities promoting mental health.

The Role of the Mental Health Lead

The Senior Mental Health Leaders at Ladygrove Primary School and Nursery are Beth Ellis (SENDCO) and Kirsty Stewart (Deputy Headteacher). They act as champions for mental health and wellbeing.

Their role is not to necessarily provide interventions, but to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged.
- Support the identification of at-risk children and children exhibiting signs of mental ill health.
- Knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so.
- Co-ordination of the mental health needs of young people within the school and oversight of the delivery of interventions where these are being delivered in the educational setting.
- Support staff in contact with children with mental health needs to help raise awareness and give all staff the confidence to work with young people.
- Oversee and monitor the outcomes of interventions on children and young people's education and wellbeing.

Leadership

The Mental Health Leaders are part of the senior leadership team. They therefore report directly to the Headteacher and meet regularly with them to discuss the provision for staff and pupil mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Pupil wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of pupil interventions
- Monitoring individual support needs
- Policy review
- Review of Mental Health and Wellbeing Action Plan

The Mental Health Lead presents a written report for the Governing Body on Mental Health and Wellbeing across the school.

They may also be involved in meetings to support staff or pupils with mental health needs. The Mental Health Lead may also need to review provision as a result of

individual mental health needs, even if they are not directly involved in organising the support.

The Senior leadership team and Governors have a responsibility to:

- Ensure that all staff are made aware of this policy.
- Actively support and contribute to the implementation of this policy, including its goals.
- Manage the implementation and review of this policy.

Staff

Responsibility

We encourage our employees to undertake to:

- Understand this policy and seek clarification from the Mental Health Leader where required.
- Consider this policy while completing work-related duties and at any time while representing our school.
- Support fellow staff in their awareness of this policy.
- Support and contribute to Ladygrove's aim of providing a mentally healthy and supportive environment for all staff and pupils.

All staff have a responsibility to:

- Take reasonable care of their own mental health and wellbeing as well as their physical health.
- Take reasonable care that their actions do not adversely affect the health and safety of other people in the workplace.
- Alert the Mental Health Lead if they notice that they are experiencing mental health difficulties or that they are struggling at work.
- Alert their line manager, or their colleague's line manager, if they believe that one of their colleagues is struggling with their mental health so that their colleague can be supported promptly.
- Take part in constructive conversations about what support or reasonable adjustments can be made to support them at work or on their return to work after a period of illness.
- Stay in touch during time off work.
- Avoid using stigmatising language about people with mental health conditions and avoid discriminatory behaviour.

Supervision

All roles are risk-assessed to determine the level of supervision required. Staff who require supervision, or feel they need it due to their current workload or situation are allocated a supervisor to support the emotional impact of their work.

The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors, which could affect their mental health.

Supervision sessions are confidential. The supervisor may keep notes to aide their work and only share these notes with relevant others if there is a statutory or safeguarding requirement to do so.

Staff, who are not allocated supervision but who feel they would benefit from the support, should approach the Mental Health Leader.

Support

As employees, staff who feel they need support are able to access the following services:

- **The Education Support Partnership** a free service for all those working in education in the UK, 08000 562 561, https://www.educationsupportpartnership.org.uk/
- **Education Support** Call: 08000 562 561 Text: 07909 341229
- **Health Assured** Call: 0800 783 2808
- **Mind** Call: 0300 123 3393 Email: info@mind.org.uk
- **CALM** Call: 0800 58 58 58 Website: www.thecalmzone.net
- **NHS** Website: www.nhs.uk/better-health/
- **The Samaritans** Call: 116 123 (24 hours a day) Email: jo@samaritans.org
- **IAPT Telford** Website: https://twiapt.mpft.nhs.uk/

We promote an inclusive environment for staff by:

- Adopting a 'whole school approach' where staff are aware of our 'open door' policy.
- Appointing Mental Health Leads and Mental Health First Aiders – Beth Ellis and Kirsty Stewart (Senior Mental Health Leads) and Kerry Piper and Laura Barton (Mental Health First Aiders). Having numerous people in this role means that all staff can choose to go to anyone they feel comfortable with.
- Promoting staff wellbeing by engaging proactively with staff, identifying and offering wellbeing initiatives.
- Provide training for staff to raise mental health awareness and support better wellbeing.
- Having fair and non-discriminatory recruitment practices and to welcome applications from people with mental health conditions.
- Identifying and effectively addressing sources of stress in the workplace following the Health and Safety Executive (HSE) stress at work guidance e.g. appropriate induction and training when roles change.
- Asking regularly about employees' wellbeing; to be aware of common mental health conditions and the impact these can have at work.
- Talking with employees about their work in the context of their mental health and wellbeing; to make reasonable adjustments to work during periods of poor mental health or recovery.

- Complying with the Equality Act 2010.
- Enabling conversations about mental health without stigma.
- Providing information about and promoting access to helplines and/or local services as appropriate.

Monitoring Arrangements

In addition to regular meetings between the Mental Health Lead, Headteacher and Mental Health Governor, staff wellbeing is monitored through an annual anonymous staff survey.

Pupils

Identification

Pupils with mental health needs are often identified by those closest to them: their parents or the classroom staff. These concerns are discussed with either the SENDCo or the Mental Health Lead depending on their nature.

Staff all receive training on helping them recognise the symptoms that a mental health difficulty is affecting their daily lives.

Support

Ladygrove Primary School and Nursery tailors support for children and young people according to their needs. As a school we have access to the following services, provided by ourselves or externally:

- ELSA (internal)
- Early Help Assessment (internal)
- BeeU mental health service (external)
- Play therapy (external)
- Virtual School (external)
- Here4Parents (external)
- School Nurse (external)
- Educational Psychologist (external)
- Cranstoun (external)
- Young Minds(external)
- PODS (external)
- SENDIASS (external)
- Behaviour Support Advisory Teachers (external)
- Paediatricians (external)
- Strengthening Family Workers (external)

Teaching and Learning

At Ladygrove Primary School and Nursery the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. As part of our universal provision, we use the Jigsaw curriculum, which is a unique, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The school will also offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of Jigsaw resources.
- Socially Speaking.
- Managing feelings resources e.g. 'worry boxes', 'worry books' and 'worry monsters.'
- The Anxiety Gremlin resources.
- Managing emotions resources such as 'The Incredible 5-point Scale.'
- Emotional Wellbeing/ELSA session both 1:1 and small groups.
- Daily check-ins with select children.
- Therapeutic activities including art, Lego therapy and mindfulness techniques.
- Morning soft start sessions.
- Calming down strategies.
- Coping boxes (including fidget toys and favourite objects).
- Sensory Circuits.
- Lunch time friendship clubs.

Curriculum leaders recognise the importance of mental health and emotional wellbeing in their subjects. Developing positive mental health and emotional resilience is an important thread which runs through our curriculum. This is detailed in all of the subject policies.

We promote an inclusive environment through:

- Promoting our school values, SMART Code and learning animals.
- Giving every child a role within the classroom to ensure a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making in all areas of school life.
- Promoting pupil voice and raising awareness of mental health via our pupil Inclusion and Wellbeing Council.
- Ensuring predictable routines using visual timetables and now and next boards.
- Providing a calming start to the school day by greeting children at the door and playing calming music.
- Celebrating academic and non-academic achievements.
- Providing opportunities to reflect through restorative conversations.
- Helping children feel comfortable to share any concerns or worries.
- Building positive relationships with pupils based on mutual respect.
- Teaching children about the 5 ways to wellbeing.

Monitoring Arrangements

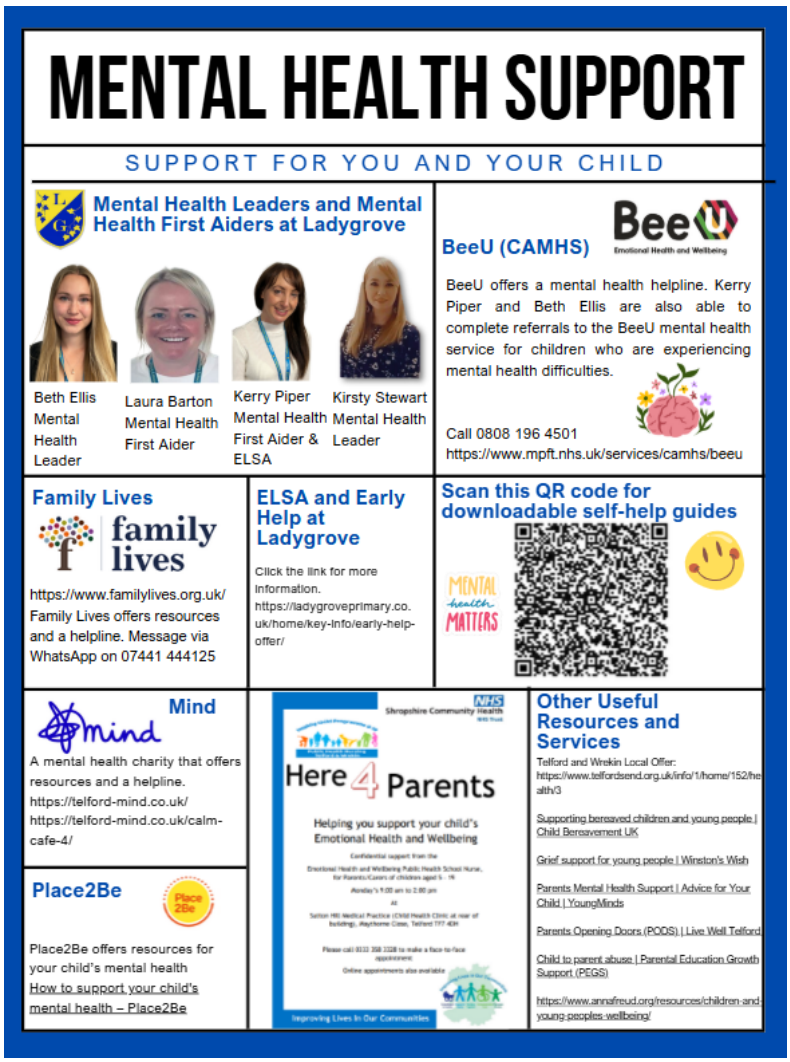
The Mental Health Lead, Headteacher and SENDCo meet regularly and undertake regular learning walks to monitor the provision of mental health and wellbeing for pupils.

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Ensure that all parents are aware of who to contact if they have concerns about their child.
- Ensure that our mental health policy is easily accessible to parents on the school website.
- Share ideas about how parents can promote positive mental health for their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

See attached poster that outlines the mental health support available for parents:



Confidentiality

It is important to note that confidentiality is of paramount importance with regard to those experiencing mental health difficulties and problems. However, it is essential that students and staff are aware that, in certain circumstances, where an individual is deemed to be at risk then this policy will need to be breached. At all times it is the safety of the majority that needs to take precedence over confidentiality of the individual.

Raising Concerns

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or their manager.

If someone has a concern about the mental health of a pupil, they should initially speak to their class teacher, the SENDCo, the Mental Health Lead, the Pastoral Lead or our Mental Health trained First Aider (Laura Barton).

Safeguarding

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will be made aware of how these children's experiences can affect their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to a DSL and recording their concern on CPOMS.

We recognise only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. We will follow the DfE guidance on Mental Health and Behaviour in Schools.

Training

As part of the Mental Health and Wellbeing Action Plan, the Senior Leadership Team assess and review the training needs of teaching and non-teaching staff, Governors, Senior Leaders, student teachers, volunteers and others who may be working in our schools. During the induction process, those who have not received the mental health training identified appropriate to their role will be offered the training at the first available opportunity.

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 in order to enable them to keep students safe. All staff receive annual Attachment and Trauma training via the Virtual School.

The Telford and Wrekin Ollie learning platform provides free online training suitable for staff who may need to know more about a specific difficulty. 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 to developing situations with one or more pupils.

We recognise the importance of mental health and therefore two members of staff have completed the advanced Mental Health Lead training. Two members of staff have also completed the Mental Health First Aid training.

Measuring the Impact of this Policy

As an organisation, Ladygrove Primary School and Nursery acknowledges that measuring and reporting the impact of this policy and procedures is key to achieving its aims, i.e. promoting and maintaining the mental health and wellbeing of all our staff and pupils.

We are therefore committed to the effective measurement of the impact of this policy and to reporting on it regularly. The policy has many strands, and the impact will be assessed in a number of different ways, including monitoring and reporting:

- Staff turnover due to mental health conditions or stress and as a proportion of all staff turnover.
- Staff absences due to mental health conditions or stress and as proportion of all staff absences.
- Accidents or errors at work that might be attributable to mental health difficulties at work.
- Staff survey data about stress audit (optional for staff to complete)
- Number of new referrals to counselling/ Occupational Health.
- Where appropriate, feedback from our staff via communication methods such as attendance at Health and Safety Governors meetings.
- Results from the annual stress audit.

All feedback relating to this policy or the implementation of it can be addressed in confidence to any member of the senior leadership or safeguarding team.

People reporting concerns about the implementation of this policy may wish to also refer to the Whistleblowing Policy if appropriate.

How this Policy is Communicated

We will ensure that:

- All staff receive a copy of this policy at induction.
- This policy is easily accessible by all members of the organisation.
- Employees are informed when a particular activity aligns with this policy.
- Employees are empowered to actively contribute to and provide feedback on this policy.
- Employees are notified of all changes to this policy.

Review

This policy will be reviewed annually by Beth Ellis (SENDCO) or Kirsty Stewart (Deputy Headteacher).

Date: September 2026

Appendices:

How to promote positive mental health for all staff and children:

Ladygrove Primary School and Nursery is committed, through the implementation of this policy and our own actions, to promoting positive mental health for all staff and children. Equally, we want to provide staff and children with information and resources on how they can look after their own wellbeing - through our day-to-day behaviours, through providing activities within work that support individual wellbeing, and through promoting a healthy work/life balance.

The following five evidence-based steps have been researched and developed by the New Economics Foundation and are recognised as being important for our individual wellbeing.

These '5 ways to wellbeing' help stimulate ideas for activities (inside and outside the school) that support this aim:

- Connect: with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing these relationships. Building these connections will support and enrich you every day.
- Be Active: Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.
- Take Notice/Be mindful: Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.
- Keep Learning: Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy

achieving. Learning new things will make you more confident as well as being fun.
- Give: Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

More information on the research behind these steps can be found here:

5 steps to mental wellbeing - NHS (www.nhs.uk)

Signs of Mental Health Difficulties

Signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with a DSL or Mental Health Lead.

Possible warning signs include for children include:

- Changes in eating / sleeping habits.
- Becoming socially withdrawn.
- Changes in activity and behaviour.
- Talking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Possible warning signs for adults include:

- Changes in productivity e.g. deterioration in performance at work, lethargy in a previously energetic person, new pattern of unexplained lateness or absences, recent inability to concentrate on work, recent inability to complete work.
- Changes in social functioning e.g. deterioration in social functioning, withdrawal from colleagues, isolation.
- Changes in personality or behaviour e.g. extreme mood swings, acting anxious or agitated, showing rage, uncontrolled anger, behaving recklessly.
- Increased alcohol or drug use.
- Changes in eating and sleeping patterns.
- Signs of (self-inflicted) physical harm.

How to Identify Stress at Work

The HSE defines stress as ‘the adverse reaction people have to excessive pressure or other types of demand placed on them.’ This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

They identify six main areas of work design which can affect stress levels, and which should be managed carefully and proactively. These are:

- Demands: workload, work patterns, environment.
- Control: how much say you have in the way you do your work.
- Support: encouragement, sponsorship and resources provided by organisation, line management and colleagues.
- Relationships: promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- Role: understanding your role within the organisation and whether the organisation ensures that you don't have conflicting roles.
- Change: how organisational change is managed and communicated.

Leaders ensure that they carry out the following tasks:

- Monitor workloads to ensure that people are not overloaded.
- Monitor working hours and overtime to ensure that staff are not overworking.
- Monitor holidays to ensure that staff are taking their full entitlement.
- Ensure that staff are fully trained to discharge their duties.
- Ensure that good communication between management and staff, particularly where there are organisational and procedural changes.
- Attend training as requested.
- Ensure that bullying and harassment is not tolerated within their jurisdiction.
- Be vigilant and offer additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.
- Conduct and implement recommendations of risks assessments.

How to Support a Member of Staff

Staff may notice signs of possible mental health problems in a colleague and are encouraged to approach the colleague concerned and offer to talk and to help them speak to their line manager as early as possible.

Line managers will arrange a time to talk privately and listen non-judgmentally to the employee's current concerns and situation, whether this arises from problems inside or outside of work. They will assess the impact on their work and if the person is well enough to be at work; whether work stressors are contributing to the current condition and, with the employee, agree what next steps will be most appropriate in the short term and in the medium term. They will confirm who else needs to know and make arrangements for how best to support the employee and how often.

It may be helpful to make reasonable adjustments and /or to put in place a Wellbeing and Recovery Plan (see below). They will make notes about what took place as soon as possible and share these with the affected member of staff.

NB. This information and notes may be shared only on a 'need to know' basis.

How to make reasonable adjustments:

Under the Equality Act 2010 we have a duty to make reasonable adjustments for people with a disability.

These can be time limited and could include for example:

- Schedule modification – start earlier/later, use leave (or be provided with additional leave) to attend appointments, work part time initially
- Job modification – job sharing, reassigning work, redeployment to vacant position; c) environmental modification – sound proofing, screens to increase privacy, bright lights, reserved parking space, increased personal space.
- Policy changes – e.g. additional leave to attend appointments, compassionate leave, additional time to reach deadlines/milestones.
- Human assistance - e.g. allowing a job coach to come to the workplace.
- Providing mental health training for work colleagues.
- Technological assistance – e.g. allowing computer for home working, providing software to assist with structure or prompts during the day.
- Supervisory assistance – e.g. extra supervision, additional training, adjusted training in the person's preferred learning style.

How to make a Wellbeing and Recovery Plan:

If the employee has a long standing or relapsing mental health condition it can be helpful to draw up a Wellbeing and Recovery Plan (WRAP) involving the employee, the line manager and relevant health professionals.

This can include:

- Details of an employee's condition.
- The employee's early warning signs or triggers.
- Medication and any side effects.
- Wat to do, and who to contact, in an emergency.
- The role that our school teams can play.

How to respond in an emergency:

If there is a fear that the colleague is in danger of immediate harm then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. In the event of a delay in getting to hospital staff should take a taxi rather than driving their own car.

How to stay in touch when an employee is off work:

It is important for a line manager to stay in touch with an employee when they are off work, to let them know what is happening at work, that colleagues are still holding them in mind, and to prepare for a return to work. It may be helpful to arrange a meeting to discuss what arrangements (if any) need to be in place when they return; what workload to expect, what support and reasonable adjustments can (and cannot) be made e.g. a phased return, later starts, shorter days, time off for appointments. This plan should be summarised in writing and reviewed regularly as the employee's needs change.