



Beaupré
COMMUNITY PRIMARY SCHOOL

Emotional Health and Wellbeing Policy

This policy was approved

October 2025

This policy should be reviewed annually

“Together unlocking the potential of every child; inspiring children and changing lives”

Policy Statement

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 make a contribution to her or his community.

(World Health Organisation)

At Beaupré Primary School, we aim to promote positive mental health for every pupil and member of staff. We pursue this aim using both universal whole school approaches and specialised, targeted approaches aimed at identified vulnerable persons. In addition to promoting positive mental well-being, we aim to recognise and respond to mental ill-health. By developing and implementing practical, relevant and effective approaches and procedures, we can promote a safe and stable environment for those affected both directly, and indirectly by mental ill-health.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including visitor and governors. This policy should be read in conjunction with our supporting pupils medical needs and SEND policy in cases where a pupil's mental health overlaps.

The Policy Aims to:

- Promote positive mental health in all pupils and staff
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with children with mental health issues
- Provide support to pupils suffering mental ill-health and their peers and Parents/Carers
- Provide support to staff suffering with mental-ill health.

5 Steps to wellbeing

Most of us know when we are mentally and physically well, but sometimes we need a little extra support to keep well.

There are five simple steps to help maintain and improve our wellbeing. At Beaupré, we support and promote these through encouraging all to try to build them into their daily life:

Connect

Connect with the people around you: family, friends, colleagues and neighbours (at home, work, school or in your local community). Think of these relationships as the cornerstones of your life and spend time developing them. Building these connections will support and enrich you every day.

Be active

Step outside. Go for a walk or run, cycle, play a game, garden or dance. Exercising makes you feel good. Most importantly, discover a physical activity that you enjoy; one that suits your level of mobility and fitness.

Take notice

Be observant, look for something beautiful or remark on something unusual. Notice the changing seasons. Savour the moment, whether you are walking, on a bus or in a taxi, 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

Don't be afraid to try something new, rediscover an old hobby or sign up for a course. Take on a different responsibility, fix a bike, learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy. Learning new things will make you more confident, as well as being fun to do.

Give

Do something nice for a friend or stranger, thank someone, smile, volunteer your time or consider joining a community group. Look out as well as in. Seeing yourself and your happiness linked to the wider community can be incredibly rewarding and will create connections with the people around you.

Lead Members of Staff

Whilst all staff have a responsibility to promote positive mental health of pupils. Staff with a specific, relevant remit include:

- Mrs Munday – DSL – Designated Safeguarding Lead
- Miss Summers, Miss Monck – DDSL – Deputy Designated Safeguarding Lead
- Mrs Munday and Miss Summers – Senior Mental Health Leads
- Mrs Munday - CPD lead
- Miss Summers – PSHE Coordinator

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the class teacher in the first instance unless there is an immediate concern, where they should contact the mental health lead. 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 via 'My Concern'. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting a first aid member of staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the SENCO. In the case of referrals to the MHST, Laura Summers will be responsible.

Individual Pen Portraits

It may be helpful to draw up an individual Pen Portrait for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the Parents/Carers and relevant health professionals (where appropriate). This can include:

- Details of a pupil's condition/difficulties
- Specific strategies to support the pupil
- Special requirements and precautions
- Medication and any side effects (if relevant)
- What to do, and who to contact in an emergency

Teaching about 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. The specific content of lessons will be determined by the specific needs of the cohort that we are 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 follow the Cambridgeshire PSHE scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will signpost staff, pupils and Parents/Carers to sources of support within school and in the local community by:

Highlighting support that is available within our school and community, who it is aimed at and how to access it. (See appendix of support links)

We will display relevant sources of support in communal areas for adults as well as additional support strategies and displays for pupils throughout the school.

We will promote Wisdom Employee Assistance programme to staff to support their mental well-being.

Beaupré works with external support and signposting and referrals can be made where appropriate.

Warning Signs

School staff may become aware of warning signs which indicate a pupil or adult 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 their concerns with Mrs Munday, our mental health and emotional wellbeing lead. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn

- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing a mental health disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff, therefore all staff need to know how to respond appropriately to a disclosure. If a pupil 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 follow the school procedures.

For more information about how to handle mental health disclosures sensitively see appendix – Flowchart and concern form.

All disclosures should be recorded via 'My Concern'

This written record should include:

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

This information should be shared with the mental health lead, who will store the record appropriately and offer support and advice for future actions.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary to pass our concerns about a pupil on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

It is important to let the pupil know, if applicable, that the concern will be passed onto appropriate adult/s, including Parents/Carers. Although the sharing of information with other adults can be beneficial and advisable, it may be deemed necessary (in certain situations) to keep this to a minimum to maintain confidence and open lines of communication with the trusted adult/s. However where the concern is deemed a safeguarding issue, the usual protocols and procedures should be applied.

Working with Parents/Carers

Where it is deemed appropriate to inform Parents/Carers, we need to be sensitive in our approach. Before approaching Parents/Carers we should consider the following questions (on a case by case basis):

- Is it preferable for a meeting need to happen face to face?
- Who should be present? Consider Parents/Carers, the pupil and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for Parents/Carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible and allow them time to process the shared information. Follow up meetings and conversations should take place where needed.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as Parents/Carers often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents/Carers

Parents/Carers 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/Carers we will:

- Ensure that all Parents/Carers are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to Parents/Carers
- Approach Parents/Carers/ when we feel that a referral to the MHST may benefit their child.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. Support will be provided either in one to one or group situations and will be guided by conversations by the pupil who is suffering and their Parents/Carers.

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 in order to enable them to keep pupils safe.

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 any developing situations.

Where the need to do so becomes evident, we will host 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.

This policy will be reviewed every 3 years as a minimum. It is next due for review in October 2026.

Wellbeing Screen Check

Sample Screening Tool to structure and inform conversations with relevant external agencies

Name of Young Person Date of screen: / / 20.....

| INVOLVEMENT WITH CAMHS | |
|--------------------------|---|
| <input type="checkbox"/> | Current CAMHS involvement * |
| <input type="checkbox"/> | Previous history of CAMHS involvement |
| <input type="checkbox"/> | Previous history of medication for mental health issues |
| <input type="checkbox"/> | Any current medication for mental health issues |
| <input type="checkbox"/> | Developmental issues e.g. ADHD, ASD, LD |

| DURATION OF DIFFICULTIES | |
|--------------------------|--------------------|
| <input type="checkbox"/> | 1-2 weeks |
| <input type="checkbox"/> | Less than a month |
| <input type="checkbox"/> | 1-3 months |
| <input type="checkbox"/> | More than 3 months |
| <input type="checkbox"/> | More than 6 months |

* Ask for consent to telephone CAMHS clinic for discussion with clinician involved in young person's care before proceeding

Level of concern in school – add the relevant score

| | | | | | | | |
|----------------|-----------|------|-----------|----------|-----------|--------|-----------|
| Little or none | Score = 0 | Some | Score = 1 | Moderate | Score = 2 | Severe | Score = 3 |
|----------------|-----------|------|-----------|----------|-----------|--------|-----------|

| SIGNS AND SYMPTOMS OF CONCERN | |
|-------------------------------|--|
| <input type="checkbox"/> | Panic attacks (overwhelming fear, heart pounding, breathing fast etc.) |
| <input type="checkbox"/> | Mood disturbance (low mood – sad, apathetic; high mood – exaggerated / unrealistic elation) |
| <input type="checkbox"/> | Depressive symptoms (e.g. tearful, irritable, sad) |
| <input type="checkbox"/> | Sleep disturbance (difficulty getting to sleep or staying asleep) |
| <input type="checkbox"/> | Eating issues (change in weight / eating habits, negative body image, purging or bingeing) |
| <input type="checkbox"/> | Difficulties following traumatic experiences (e.g. flashbacks, powerful memories, avoidance) |
| <input type="checkbox"/> | Symptoms of hearing and / or appearing to respond to voices; overly suspicious |
| <input type="checkbox"/> | Delusional thoughts (grandiose thoughts, thinking they are someone else) |
| <input type="checkbox"/> | High levels of over activity & impulsivity above what would be expected developmentally and in all settings) |
| <input type="checkbox"/> | Obsessive thoughts and/or compulsive behaviours (e.g. hand-washing, cleaning, checking) |

| HARMING BEHAVIOURS | |
|--------------------------|--|
| <input type="checkbox"/> | History of self harm (cutting, burning etc.) |
| <input type="checkbox"/> | History of thoughts about suicide |
| <input type="checkbox"/> | History of suicidal attempts (e.g. deep cuts to wrists, overdose, attempting to hang self) |
| <input type="checkbox"/> | Current self harm behaviours |
| <input type="checkbox"/> | Anger outbursts or aggressive behaviour towards children or adults |
| <input type="checkbox"/> | Verbalised suicidal thoughts* (e.g. talking about wanting to kill self / how they might do this) |
| <input type="checkbox"/> | Thoughts of harming others* or actual harming / violent behaviours towards others |

* If yes – call relevant external agencies and/or emergency services and implement immediate risk management/safeguarding strategies

Flowchart for the process of raising a concern

Parent Voice/Child Voice

