



St. Joseph's Catholic Primary School

Mental Health & Wellbeing

September 2026

At St. Joseph's, we live love and learn by the example of Jesus

Designated Mental Health Lead: Mrs Lisa Carpineta

(staff mental health lead: Mrs Perone)

Named Governor: Mrs Nneka Ogbonnaya

SENCo: Mrs Niki Rogers

PSHE Lead: Mrs Lisa Carpineta

Mental Health First Aider: Lisa Carpineta

Wellbeing support: Mrs Sam Neville and Mrs Drenzo

Introduction

At St Joseph's Catholic Primary School Health and Emotional Wellbeing is at the heart of our whole school community, we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We know that children's mental health plays a crucial role in their overall wellbeing and without the support can affect their learning and achievement.

We are in tuned from the outset of when children join us in Nursery, children are supported and closely monitored through any difficulties they may have through our PSHE Jigsaw programme and the various Social and Emotional Interventions that are in place. We understand how Trauma, Grief and significant life changing events can have an impact on our children and their families we are here to support you all.

The Department of Education (DFE) recognises that: in order to help children succeed. Schools have a role to play in supporting them to be resilient and



mentally healthy. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some schools will be a place of respite from difficult home lives and often positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

We are truly passionate in supporting our children of St Joseph's in giving them the tools and strategies to support times of change and stress, our children know they are supported to reach their full potential and access the help and support they need when times are difficult for them. Our school community of staff ensure the children learn about what they can do to support a healthy mind and what it feels like at times to experience an unhealthy mind. The children know who to go to for support and know that they are safe and heard.

We support our children to develop the positive factors which support their mental health problems and to be school that truly understands:

- All children are valued
- All children are understood
- Behaviour is a means of communication
- Children have a sense of belonging and feel safe
- Children feel they can be open and honest to staff and not be accountable for any stigma
- Positive mental health and emotional wellbeing is valued and supported
- Bullying is not tolerated and is addressed

Staff Identification It is recognised at St Joseph's that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. An open door policy to senior leadership is always made available if staff is in need of speaking to someone about any issues of concern and a fully committed supportive governing body.



Amongst all of this for our children we know that at the heart of this our staff mental health and wellbeing is vitally important. Promoting staff health and wellbeing is also an integral principle of the whole school approach to emotional health and wellbeing. Teaching and learning establishments can demonstrate a commitment to staff health and wellbeing in a number of ways. For example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff.

1. Why do we need a Mental Health and Wellbeing Policy?

NICE guidance recommends that: primary education providers:

- create an ethos and conditions that support positive behaviours for learning and for successful relationships
- provide an emotionally secure and safe environment that prevents any form of bullying or violence
- support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children)
- offer support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners
- give all parents details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems

At St Joseph's we are passionate of giving our children the best start in life from their early nurturing within a caring home environment to starting their school life here at St Joseph's at times we know that social influences can have a huge impact on our children. We know that a nurturing and caring vibrant environment helps support our children to feel safe and know they are heard Social and Emotional Wellbeing is at the heart of everything we do and aim to achieve.



It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

The policy sets out below:

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support children and mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to prevent or address mental health problems.
- Key information about mental health problems
- Where parents, staff and children can get further advice and support

Working with All Parents and Carers:

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:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in PSHE Jigsaw Programme and share ideas for extending and exploring this learning at home.

Staff Training and CPD:

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. We will host relevant information on our virtual learning environment for staff who wish to learn



more about mental health. The MindEd www.minded.org.uk and EDucare learning portals provides free online training suitable for staff wishing to know more about a specific issue. 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. Where the need to do so becomes evident, we will host twilight 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/Mental Health Lead who can also highlight sources of relevant training and support for individuals as needed. This policy will always be immediately updated to reflect personnel changes and legislation.

2.What is Mental Health and Wellbeing:

The World Health Organisation's definition of mental health and wellbeing " a state of wellbeing in which every individual realises his or her own potential, can cope with a normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." Mental Health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves
- Be able to maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with the change
- Learn and achieve

Mental Health is not just an absence of Mental Health Problems it is for us at St Joseph's to support our children to:

- Be confident in themselves
- Be able to express their emotions appropriately
- Be able to make and maintain positive relationships
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal and change
- Learn and achieve
- Have a growth mindset



- Feel safe
- Know that we are there for them
- Know they have trusted adults around them

3. How the policy was developed:

In developing this policy we have taken into account all the advice from the following Hertfordshire County Services:

- Educational psychologist
- Autism Advisory Team
- DPSL 4
- Mentally Healthy Schools in Hertfordshire
- School Counselling Services
- STEPs
- Mental Health and Behaviour Strategy
- Jigsaw Programme

We have also taken into account the following:

- Mental Health White Paper
- Supporting children with medical conditions
- PSHE Association
- State of the Nation 2019 (although policy is mainly aimed around Secondary)
- Promoting children and young people's emotional health and wellbeing
- Keeping children safe in education
- Promoting the health and wellbeing of looked after children'

5. A Whole school approach to promoting Healthy Mental Wellbeing:

- At St Joseph's we are truly passionate in making sure we provide a whole school Nurturing environment. In taking a whole school approach to promoting positive mental health that aims to help children become



more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

- Creating a Catholic ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners.
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture which encourages discussion and understanding of these issues.

6. Linked to other policies:

This policy links to our policies on child protection, Medical Needs, Anti Bullying, SEND, Behaviour policy this is vitally important as all behaviour is a means of communication and a therapeutic approach is needed to understand the child in the moment. Mental Health can be exhibited through disruption, withdrawn, anxious, depression this can show signs of unmet mental health needs.

7. Staff Roles including those with specific responsibilities:

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. At St Joseph's we believe all children deserve the right to a therapeutic approach to their behaviours. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. We have a Senior Mental Health Lead, who is also our school's Mental Health First Aider and all staff have had the Therapeutic Approach training to support their understanding about possible



risk factors that might make some children more likely to experience problems, such as:

- physical long-term illness,
- having a parent who has a mental health problem,
- death and loss, including loss of friendships, family breakdown and bullying.

They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy

Our Mental Health Lead:

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

We seek relevant support from:

- Our own Senior Leadership Team
- Our Senior Mental Health Lead and Mental Health First Aider: Mrs Carpineta
- School support staff employed to manage mental health needs of particular children and ELSA trained: Mrs Neville and Mrs Direnzo
- Our SENCO, Mrs Rogers, who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse Team



- Square One Support
- Autism Advisory Team
- Adoption Services
- Hertfordshire STEPS
- E/P Services
- School nursing services
- CAHMs
- Trail blazer Mental Health Team Hoddesdon

8. Supporting Children's Positive Healthy Mind:

Supporting children's positive mental health St Joseph's has a key role in promoting children positive mental health and helping to prevent mental health problems. We have developed a range of strategies and approaches including: Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring Key stage 2 children for the younger children.
- children working together to solve problems and plan lunchtime groups Mindfulness, prayer, story time
- Friendship Squad – a lunchtime group supporting younger children at lunchtime. Transition programmes
- Transition Programme to secondary schools which includes all Year 6 children having a staff to support a smooth transition to secondary school Class activities
- Tasks or things they have done and have them celebrated in class, golden Ticket award, Star of the week, Writer of the week.
- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class
- Mental health teaching assemblies Healthy Mind, Unhealthy Mind,
- Weekly circle times to help children learn personal, social and emotional, communication and problem solving skills. Whole school
- Wellbeing week – whole school focus on doing things which make us feel good Displays and information around the School about positive mental health and where to go for help and support
- Staff mental health incentives



- Small group activities
- Nurture groups
- Talkabout
- Sandplay
- Drawing and Talking
- Counselling(Previous)
- Paw therapy(Previous)
- Art Therapy(Previous)
- Forest School and Rangers
- Horticultural
- Safe Base in Infant Playground
- Prayer Room for reflection
- Sensory Room
- Wellbeing room
- Mindfulness groups
- Rainbows (family separation and divorce programme)

Throughout the school Children are supported through their social and emotional wellbeing to enable them to achieve a positive outcome and resilience.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.



- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies
- About Healthy and unhealthy feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience.
- How to motivate themselves and bounce back if they fail at something
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

9. Identifying, referring and supporting children with mental health needs our approach:

- Provide a safe environment to enable children to express themselves and be listened to.



- Ensure the welfare and safety of children is paramount
- Identify appropriate support for children based on their needs through in school interventions Tier One ,
 - Tier Two and Two Tier support from outside agencies and Mental Health Practitioners,
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
 - Children feel they are heard and empathic staff take on board their thoughts and feelings.

10 • Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Boxall Profile
- SDQ (Social Difficulty Questionnaires)
- Analysing behaviour through the Hertfordshire Therapeutic Approach,
- Staff report concerns about individual children to the relevant lead person completing Emotional Wellbeing Form
- Bubble time
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.



- A parental information and health questionnaire on entry to the School and workshops for parents
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff. All staff have had Hertfordshire Therapeutic Approach training on the protective and risk factors,
 - Types of mental health and signs that might mean a pupil is experiencing mental health problems.
 - Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENDCO/SEN Pastoral Assistant.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause. Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention



or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

11. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, in-tune, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise.

Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed summary of the disclosure and next steps.

12. Assessment, Interventions and Support:

All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need	Evidence-based Intervention and Support	Monitoring:
The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children For example	How do we track our children's social and emotional wellbeing?



Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report. Pupil Voice Parent Voice	All children needing targeted individualised support will have an Pupil Profile drawn up setting out • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The pupil profile is overseen by the Mental Health Lead.
Medium need	Access to in school nurture group, family support worker, school nurse, art therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends. Hidden Chimp ELSA based support	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements Children and parents/carers will be involved in the plan.



	Drawing and talking 121 Drawing and Talking small Group Rest breaks Pupil Voice Parent Voice	The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. Boxall Profile and through a pre and post SDQ and if needed a different kind of support can be provided. The Pupil Profile is overseen by the Mental Health Lead.
Low need	Ta support Class Teacher Support Input from SENCo Conversations with SEN Pastoral Assistant Circle of Friends Lunchtime club Pupil Voice Parent Voice	Discussions within the class team and Mental Health Lead SENCo Pupil progress meetings Sen/Pastoral Support Square One support

13. Support for Friendships:

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders, self-harm and anxiety it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the



difficult emotions they may be feeling. Support for children after inpatient treatment We recognise that some children will need ongoing support and the Mental Health Lead for Social, Emotional & Mental Health Needs will meet with children on a regular basis. We are careful not to “label” children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals. We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce a Pupil Profile to support children to re-integrate successfully back to school. When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's Pupil Profile School referrals to a specialist service will be made by the Mental Health Lead or the SENCo following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

14. SEND and mental health:

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN). We seek support from various outside agencies to enable inclusion and diversity with a child of special educational needs.

The SENCo and Mental Health lead work closely together in making sure the child needs are met, the whole school team is made aware of by the Mental Health Lead.

15. Involving parents and carers promoting mental health:

Promoting mental health We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. On first entry to the School, our parent's meeting includes a discussion



on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family.

It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

16. To support parents and carers:

- We organise a range of activities such as workshops on protective and risk factors, craft clubs, computer skills club, and English as an additional language classes.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- We include the mental health topics that are taught in the PSHE curriculum section, on the School website
- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support. Supporting parents and carers with children with mental health needs We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available. When a concern has been raised, the School will:
 - Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
 - Offer information to take away and places to seek further information
 - Be available for follow up calls.
- Make a record of the meeting.



- Agree a Pupil Profile including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided. Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. We make every effort to support parents and carers to access services where appropriate.

Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Involving the children:

We seek pupil's views about our approach, curriculum and in promoting whole school wellbeing activities. We always seek feedback from children who have had support to help improve that support and the services they received.

Children are encouraged by the Mental Health Lead to support the younger children in the delivery of lunch time clubs, mindfulness, prayer service, story time, gardening club, Forest school.

17. Supporting and training staff:

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Mental Health Lead is a qualified 'mental health first aider' and a number of our staff have completed the one day course on mental health first aid.

18. Monitoring and Evaluation:

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work. The policy is monitored at an annual review meeting led by the Mental Health Lead and



involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendices:

Appendix 1:

	Risk Factors	Protective Factors
In the child	- Genetic influences - Specific development delay - Communication difficulties - Physical illness - Academic failure - Low self-esteem - SEND	Being female (in younger children) - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - Problem solving skills and a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the family	Overt parental conflict including domestic violence - Family breakdown (including where children are taken into care or adopted) - Inconsistent or unclear discipline - Hostile and rejecting relationships	At least one positive parent-child relationship (or one supportive adult) - Affection - Clear, consistent discipline - Support for education - Supportive long term relationship or the absence of severe discord



	• Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	
In the school	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Poor pupil to teacher relationships	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Poor pupil to teacher relationships • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness	• Wider supportive network • Good housing • High standard of living



	• Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Appendix 2:

Specific mental health needs most commonly seen in school-aged children For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2> Annex C includes definitions, signs and symptoms and suggested interventions

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3:

Visit our school website for a wealth of wellbeing support. Below are other places to get information and support for support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning) www.time-to-change.org



uk tackles the stigma of mental health www.rethink.org challenges attitudes towards mental health

To be reviewed September 2027