

CRADLEY CE PRIMARY SCHOOL



Mental Wellbeing Policy

Our vision and values

We believe that our school vision and values are key to enabling every child of God to flourish. They apply to every member of our school community and are at the heart of all that we do.

Our values: *Respect, caring, courage, trust, perseverance, belonging, resilience and forgiveness*

Our vision statement: *'Believe, belong, be happy; every child, every chance, every day'*

Believe

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. We want our children to believe in themselves and their own abilities so that they can aspire to be the best they can be. As a school we believe in all our children and encourage them to aim high and to follow their dreams. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. We will offer them an encounter with Jesus Christ, support them on a journey of faith and guide them in their spiritual life.

Belong

All relationships at Cradley CE are inspired by the example of Jesus; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will help them to participate in their communities and to grow as responsible, compassionate and caring citizens.

Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

Every Child

At Cradley CE we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in confidence and given the opportunity to succeed, building on their own unique gifts.

Every Chance

At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

Every Day

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the Christian faith, forgiveness underpins all relationships; children are given a fresh start each day- another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

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 Organization)

At Cradley CE Primary, we believe that nurturing the health and wellbeing of our school family is essential to the realising of our vision. To ensure that every member of our community flourishes, we need to promote positive mental health for all. We use a holistic approach, supported by our Christian values and ethos, our school curriculum and our approach to spiritual development. Our whole-school approach is supported by strong partnerships and good working with other agencies and health services. To achieve our aim we use both universal, whole school approaches and specialised, targeted approaches.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils 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 non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

Our policy aims to:

- Promote positive mental health in all staff and pupils
- 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 young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

Lead Members of Staff

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

- Mrs Z Brailsford: Designated Safeguarding Lead
- Mrs C Warford: Senior Mental Health Lead
- Mrs K Shackleton: Youth Mental Health First Aider
- Mrs F Parkes: Lead first aider
- Mrs C Neale: SENCo

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. 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 child protection officer, the head teacher or the designated governor. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs C Neale. Guidance about referring to CAMHS is provided in Appendix F.

A proactive approach

When young people have good emotional and mental health their engagement in academic learning increases. We believe that supporting children to establish good habits and approaches to keeping well is essential for their wellbeing and should happen as early as possible. At Cradley CE we support good mental health and wellbeing through our curriculum, collective worship, our values, our approach to spirituality and through focus weeks.

Curriculum

We provide a focus within our formal curriculum and informal curriculum for social and emotional learning and developing personal resilience. Our PSHE curriculum supports our pupils in forming a repertoire of good foundations for adult life as well as enabling them to enjoy more fully the here and now. 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 may alter if necessary to meet the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the [PSHE Association Guidance](#) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms

Values

Our worship is built around Christian values and how these help us all to flourish. We explore a value each half term and discuss with the children how values such as

resilience, gratitude, belonging and kindness support mental wellbeing. We know that belonging is core to good mental wellbeing, and this pervades all that we do. Staff model these values daily, to deepen children's learning as well as to support their own wellbeing.

Spirituality

The Royal College of Psychiatrists recognise that spirituality *'often becomes more important to people in times of emotional stress physical and mental illness, loss, bereavement and the approach to death.'*

We therefore ensure that we provide inclusive opportunities for spiritual development which support good mental health. Alongside this, our Religious Education curriculum offers children opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and in doing so supports their mental health and wellbeing.

Our interpretation of Spiritual development

At Cradley CE Primary School, our interpretation of spiritual development is **'a connection to something greater'** and spiritual opportunities are linked to self, other, beauty and beyond.

Through our curriculum and through worship, children have the opportunity to consider:

- The value of prayer, worship and reflection.
- How different connections can help us to find meaning and purpose in the things we value.
- How faith can bring hope and healing in times of suffering and loss.
- How a sense of the beyond can change a person's understanding of who they are, their relationship to others and the world
- The importance of ows, wows and nows

Mental health week

We take part in Children's mental health week and use this as an opportunity to make connections with wider communities and to deepen our understanding of mental health issues.

Targeted support

We ensure that we identify mental health and wellbeing needs as swiftly as possible in order to ensure timely support and intervention. We are particularly aware of those children who may be at greater risk, for example, children in care, young carers, those who have had previous access to CAMHS, those living in households with mental illness or domestic violence.

Where appropriate, we may draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

Mental health and wellbeing is complex; there are some things we are able to directly support and others where we may need to work in partnership with other agencies in order to support the pupils in our care. Therefore, developing positive and effective relationships with other professionals is at the heart of our strategy.

At Cradley, we have a dedicated nurture room, staffed by a highly trained and passionate team of staff, providing consistent, high-quality emotional and pastoral support for our pupils.

Our nurturing approach is guided by the **Six Principles of Nurture**:

1. **Children's learning is understood developmentally** – we all learn in our own way and in our own time
2. **The classroom offers a safe base** – this is our school and we feel safe here
3. **The importance of nurture for the development of wellbeing** – in our school family, we care for and look after each other
4. **Language is a vital means of communication** – it's good to talk
5. **All behaviour is communication** – we understand that behaviour tells us how you are feeling
6. **The importance of transitions in children's lives** – things will change and that's ok

These principles shape our daily practice, policies and relationships. This means:

- All children benefit from a nurturing classroom environment
- Some access **small-group nurture provision** to build confidence, social skills and emotional regulation
- Some receive **bespoke individual nurture sessions**, tailored to their specific needs
- A few access more personalised interventions when needed

We also provide practical, supportive arrangements to help children feel settled and secure. These include:

- **Soft starts** to ease children gently into the school day
- A **lunchtime club**, offering a calm, supportive alternative space to play and socialise
- Safe, trusted spaces where children can talk, reflect and regulate emotions

These provisions help children to feel ready for learning and confident in managing their feelings and relationships.

We regularly reflect on and support children's social, emotional and mental wellbeing, working closely with families and external partners when appropriate. By doing so, we help children to take pride in their achievements, build positive relationships and develop the resilience they need for life.

Through nurture, we aim to ensure that every child at Cradley feels known, valued and supported — every child, every chance, every day.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will regularly highlight sources of support to pupils within relevant parts of our curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available

- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

We will endeavour to signpost parents to further sources of information and resources where possible. There is a dedicated area on our website with a wealth of information for our parents to help them support mental wellbeing and suggested avenues for support.

Where the needs of a child's mental health may go beyond what we can provide through our school resources, with consent from parents/carers, we may seek additional support from external services through their referral processes.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 Warford, class teachers or support staff.

Possible warning signs include:

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

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the pupil's confidential file. 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 headteacher or SENCO, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us 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

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. We know that timely information sharing is essential to effective safeguarding and believe that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

It is always advisable to share disclosures with a colleague, usually the mental health lead, or where safeguarding is a concern, the DSL. This ensures continuity of care in our absence and it provides an extra source of ideas and support. As well as ensuring the well-being of the pupil, it also helps to safeguard the emotional wellbeing of staff. If appropriate this should be explained to the pupil and who it would be most appropriate to share this information with should be discussed.

Parents must always be informed if there are concerns for the pupil's welfare. School will support any pupil who would like to tell their parents themselves and may facilitate this.

If a child gives us reason to believe that there may be underlying child protection or safeguarding issues, the DSL will be informed and safeguarding procedures will be followed.

Working with Parents

We recognise that some situations will be distressing for parents and therefore where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- What are the aims of the meeting?
- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.

Parents may respond in different ways, for example with anger, fear or upset during the first conversation. School will endeavour to be as supportive as possible during this process.

School will provide a clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Each meeting will conclude with the establishing of agreed next steps. A brief record of the meeting will also be kept on the child's confidential record.

Partnerships with parents

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 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 by including it on our website
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- 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

Supporting Peers

When a pupil is suffering from issues which affect their mental health and wellbeing, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis whether any friends need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the pupil who is suffering and their parents. School will use all the information available to decide:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Identified Mental Health Champions from Key Stage 2 visit playgrounds to provide support to their peers.

Supporting staff wellbeing

Promoting staff health and wellbeing is a key principle of our approach to mental health and wellbeing. We ensure staff have access to training to equip them to identify mental health difficulties in their pupils and to refer them to appropriate support in school or externally. Offering additional counselling or supervision for staff working with children and young people with complex needs.

As part of our care for the mental wellbeing of staff, the following are in place:

- Wellbeing check-ins with HT
- 1 x wellbeing day p.a.
- Refreshments provided by school
- Governor and headteacher wellbeing survey annually

- Governor wellbeing packages – termly
- Staff wellbeing on termly governor agenda
- Subscriptions to apps that can help reduce teacher workload
- Meetings cancelled in lieu of other evenings such as parents' evenings/HSA events
- Work from home flexibility
- Scheduled messages and emails during school day
- Signposting for Pensions and Wills advice
- Appraisal processes which are positive and acknowledge contributions
- Opportunities for professional and career development

Training

Staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe. The [MindEd learning portal](#) is also used to provide free online training suitable for staff.

Training opportunities for staff who require more in depth knowledge will be considered as part of our appraisal and additional CPD will be supported throughout the year where appropriate.

Policy Review

This policy will be reviewed every 3 years as a minimum.

It is next due for review in March 2029.

This policy was approved by Governors in May 2026.

This policy will always be immediately updated to reflect personnel changes.