

Mental Health and Well-being Policy



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

This policy was updated in March 2025.

Review is due for the beginning of March 2026.

All changes from previous documents and sections have been highlighted yellow.

Contents

Change Log – for 2025/2026	2
Aim of the Policy:	3
Approach to Mental Health and Wellbeing	3
We pursue our aims through universal approaches:	3
Early Identification and Procedures	4
Working with parents and carers	4
Training	5
Staff Wellbeing	5
Responsibilities	5
Pupil Mental Health and Well-being Lead:	5
SENDCO, DSL & PSHE Lead:	5

This policy initiated - March 2025
Policy written by - Felicity Hancock
Policy to be updated on an annual basis.

This policy is currently under review

Change Log – for 2025/2026

Sections that have changes from the previous Mental Health and Well-being Policy.

This was a new policy formed in 2024/2025.

At Glebe House School and Nursery, we are committed to supporting the positive mental health and well-being of our whole school community. We have a nurturing and respectful ethos, where each individual's contribution is valued. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support, and we take the view that positive mental health is everybody's business and that we all have a role to play. We endeavour to ensure that children are able to manage times of change and stress, and to ensure that they are supported to reach their potential or to access help when they need it.

Aim of the Policy:

- describes the Glebe House School and Nursery's approach to mental health and wellbeing issues
- increase understanding and awareness of mental health issues to better facilitate early intervention
- alert staff to warning signs and risk factors and provide guidance to all staff, including non-teaching staff and governors in supporting pupils experiencing a mental health problem
- provide support and guidance to pupils experiencing mental health problems as well as guidance for their parents and carers.

Approach to Mental Health and Wellbeing

Glebe House School and Nursery has a central role to play in enabling all our pupils to have positive mental health and wellbeing, and we therefore have a whole school approach, ensuring that children become more resilient, happy and successful, and to work in a pro-active way to avoid problems arising. We create a consistent ethos of behaviours and expectations that support mental health and wellbeing by:

- Creating a safe and calm environment.
- Promoting our school Core Values
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it is normal to talk about mental health.

We pursue our aims through universal approaches:

- Promoting pupil voice, responsibility and opportunities to participate in decision-making through House events, School Council and Leadership opportunities (including Wellbeing and Charity Ambassadors)

- Check-in System, in which Tutors have regular check-ins with children who may need extra support over a period of time. The Tutor is a point of contact should they require additional support. These usually start with 2-by-10 check-ins to build rapport so that trust can be built to encourage sharing and to ascertain the right type of support: (2 minute check-ins, once a day for 10 days over two weeks).
- Weekly celebrations of academic and non-academic achievements.
- Providing opportunities to reflect, and allow for reasonable adjustments to support wellbeing where required.
- Use of Zones of Regulation to support emotional dysregulation and identification of tools of support.
- Enabling access to appropriate support, such as through the 'Listening Ear' box and MyVoice (online).
- Mental Health support during PSHE lessons, and pastoral care for all year groups, following the Progressive Jigsaw Programme of study, as well as considering the needs of the specific cohort.
- Wellbeing Week and access to information around the school and in Assemblies
- Opportunities for Tutors to meet their Form groupings in case children wish to discuss any matters.
- Support for pupils going through recent difficulties, including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.
- Therapeutic activities including art, Lego building, relaxation and mindfulness techniques.
- Managing Emotions resources

Early Identification and Procedures

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. It is essential that staff are aware of their responsibilities, as set out in statutory guidance (Part 1 of KCSIE and in Working Together to Safeguard Children). If staff have a mental health concern that is also a safeguarding concern, immediate action is taken, following their school's Child Protection and Safeguarding Policy, and speaking to the Designated Safeguarding Lead or DDSL. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating:

- We identify patterns of behaviour or concerns through our Smoothwall and/or Pupil concern forms and consideration of emotional literacy scales and questionnaires.
- The DSL and DDSLs study patterns and various appropriate support options are discussed. At this point, concerns are raised with parents where appropriate, as well as options for pupils to access early support and interventions, or specialist support and treatment, with relevant outside agencies (hopefully with parental support but this can be completed without), such as CAMHS referral, family support worker, therapists, counselling services etc.
- We continue to monitor behaviour and liaise with any professionals where necessary.

Working with parents and carers

- Parents or carers can approach their child/children's class teacher if they have mental health or well-being concerns. This will be cascaded to the DSL and DDSLs for review and next steps.

Mental Health and Well-being Policy

- We work closely with parents and share ideas about how they can support positive mental health in their children.
- Parents are informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Workshops and presentations on mental health, anxiety, resilience and positive steps to wellbeing occur during Form times, PSHE lessons and Assemblies.

When a concern has been raised, teachers together in consultation with the DSL and SENDCo will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health or wellbeing care and protection plan, where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health and wellbeing 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 developing situations with one or more pupils.

Staff Wellbeing

At Glebe House School and Nursery, we are committed to supporting the well-being and working environment of all staff to avoid negative impacts on their mental and physical health and have a Staff Wellbeing Committee to constantly reflect and put initiatives in place in this regard. We acknowledge the needs of staff, and how these change over time, and allow staff to balance their working lives with their personal needs and responsibilities. We help staff with any specific wellbeing issues they experience, and ensure that staff understand their role in working towards the above aims.

Responsibilities

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

Pupil Mental Health and Well-being Lead:

Hollie Stephenson

SENDCO, DSL & PSHE Lead:

Felicity Hancock