



Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

Document Control Sheet

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July 2023	A new policy
July 2025	Addition of school's Christian vision, and minor updates to the names of some organisations.

Mental Health & Wellbeing Policy

Our Christian Vision

Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and calm learning environment, rooted in our Christian values of aspiration, resilience and community. We encourage and nurture our children to flourish, and grow into their potential and achieve academic success, becoming compassionate individuals and valued citizens of God's world.

Jeremiah 17:8

They will be like a tree planted by the water

that sends out its roots by the stream.

It does not fear when heat comes;

its leaves are always green.

It has no worries in a year of drought

and never fails to bear fruit.

1. *Why mental health and wellbeing is important.*

At our school, we aim to promote positive mental health and wellbeing for our whole school community: pupils, staff, parents and carers. We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

Our school vision state that *"we provide a caring, supportive and calm learning environment."* In doing this, we understand that children's mental health is a crucial factor in their overall wellbeing and in turn can affect their learning and achievement.

The Special Educational Needs and Disabilities (SEND) code of practice identifies social, emotional and mental health as one of the four areas of Special Educational Need.

The Department for Education (DfE) recognises that "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy."

At Colliers Green, one of our schools' values is resilience. Through teaching the value of resilience we aim to help the children understand the importance of looking after and loving oneself by nurturing and developing their mental, physical, emotional and spiritual strength.

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. Schools offer positive role models and relationships, which are critical in promoting pupil's wellbeing and can help engender a sense of belonging and community.

We have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help and where they can go if they need help and support. Our aim is to help develop the protective factors and be a school where.

- All pupils are valued.
- Pupils have a sense of belonging and feel safe.
- Pupils feel able to talk openly with trusted adults about their problems.

- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Kindness is encouraged and promoted.

In addition to our pupil's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

2. Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we try to prevent mental health problems.
- How we identify and support pupils with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs.
- Key information about some common mental health problems.
- Where parents, staff and pupils can get advice and support.
- The measures in place to support staff wellbeing and work-life balance (Appendix B)

3. Definition of mental health and wellbeing.

We use the World Mental 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 the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.

Mental health and wellbeing are not just the absence of mental health problems. We want all children/young people to:

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

4. A whole school approach to promoting positive mental health.

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses six aspects:

- Creating a culture, policies and behaviours that support mental health and resilience that everyone understands.
- Helping pupils to develop social relationships, support each other and seek help when they need to.
- Teaching pupils social and emotional skills and an awareness of mental health.
- Early identification of pupils 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 resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'open door policy'.

5. Roles and responsibilities.

We believe that all staff have a responsibility to promote positive mental health, to understand about protective and risk factors for mental health. Some children may require additional help and all staff should be taught the skills to look out for any early warning signs of mental health problems and ensure that they get the interventions and the support that they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such as physical long-term illness, having a parent with a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They 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 (see Appendix A).

The schools Mental Health Team which consist of SENCO/ Family Liaison Officer/ Designated Safeguarding Leads and Mental Health First Aiders.

- Lead and work with other staff to co ordinate whole school activities to promote mental health.
- Provide support and advice to staff and organise training and updates.
- Keeps staff up to date with information about what support is available.
- Is the first point of contact and communicates with mental health services
- Liaises with and makes referrals to outside agencies/services.

6. Supporting pupils' positive mental health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

- Providing a safe environment to enable pupils to express themselves and be listened to.
- Ensure the welfare and safety of pupils as paramount.
- Identify appropriate support for pupils based on their needs.
- Involve parents and carers when their child needs support.
- Consider the pupils' voice and involve them in the care and support they have.
- Monitor, review and evaluate the support with pupils and keep parents and carers updated.

Pupil-led Activities:

- Campaigns and assemblies to raise awareness of mental health.
- Peer support buddies.

Transition support:

- Support for vulnerable children, for example, speech and language, Lego therapy or social communication groups.
- Transition meetings with parents/carers, pupils and relevant staff.
- Work with the year 6s to support the transition to secondary school.

Class activities

- Worry boxes.

- Kindness/compliment boards.
- Mindfulness and breathing/meditation in class.
- Lessons & workshops on mental health and emotional wellbeing.

Whole school:

- Whole school approach to mental health and emotional wellbeing.
- Dedicated mental health lead/Family Liaison Officer.
- Assemblies based on mental health/ emotional wellbeing.
- Calm club at lunchtimes a space for quiet colouring/reading.
- Drop in time to talk sessions for children and parents/carers.
- Displays and information around the school about positive mental health and where to go for help and support.
- Small friendship/social skills groups.
- Regular pupil voice questionnaires.

Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

7.Early Identification.

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:

- Identify individuals that might need support.
- Nursery/Home visits during EYFS to identify needs early.
- Induction meetings for pupils/families joining after reception year.
- Weekly staff meetings/briefings to identify children that may be having difficulties.
- Fortnightly safeguarding team meetings.
- Assessment tools/referral process to be used by all staff.
- The use of CPOMS to record any concerns.
- Worry boxes for pupils to raise their concerns.
- Gathering information from a previous school at transfer or transition.
- Collaboration with parents to ensure good communication.
- Coffee morning/drop in sessions with parents to discuss concerns

All staff have had training on the types of mental health needs and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil should talk to the Headteacher/ Senior mental health lead and or the designated safeguarding team.

- If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed.
- Once concerns are reported and recorded, we then discuss the concerns with the necessary staff to ensure that pupils get the support that 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.
- We recognise that just like physical health, mental health and emotional wellbeing can vary at any given time and that it is fluid and can change.

Table 1: support available depending on level of need

<p>Need The level of need is based on discussions at the regular inclusion meetings/panel with key members of staff.</p>	<p>Evidence-based intervention and support-The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils- For example:</p>	<p>Monitoring</p>
<p>Highest need</p>	<p>CYPMHS (children’s and young person’s mental health service)- assessment, 1:1 or family support or treatment, consultation with school staff and other agencies.</p> <p>School Mentor/counsellor-1:1 support</p> <p>Educational psychologist involvement.</p> <p>External agency support that provides 1:1 support and group work.</p> <p>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.</p>	<p>All pupils needing targeted individualised support will have an individual care plan drawn up setting out-</p> <ul style="list-style-type: none"> • The needs of the pupils. • How the pupil will be supported. • Actions to provide that support. • Any special requirements. <p>Pupils 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 strengths and difficulties questionnaire.</p> <p>Multi agency meetings and regular reviews also feedback with parents/carers.</p> <p>Early help Referral and children’s services if needed.</p>
<p>Some need</p>	<p>Access to the school SEN room or quiet areas.</p> <p>1:1 intervention, small groups- skills for life/wellbeing programmes/friendship groups.</p> <p>1:1 with pastoral staff- drawing and talking/Lego therapy.</p>	<p>Discussion, advice and support in Child and Mental health services CAMHS for core staff.</p> <p>A log kept on CPOMS, monthly safeguarding team meetings.</p> <p>Weekly staff briefing.</p>
<p>Low need</p>	<p>General support- i.e. Lunch quiet club/ Check ins with class TAs/ Pastoral staff.</p>	

School referrals to a specialist service will be made by the SENCO/Family Liaison Officer following the assessment process and in consultation with the pupil and his/her parents/carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil’s specific needs.

8. Involving Parents and carers (Promoting positive mental health)

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children.

At Colliers Green we will aim to:

- Organise a range of Mental Health workshops- accessing expertise from services such as the School Nursing service and Spurgeons.
- Provide information and signposting to organisations on mental health issues and local wellbeing and parenting programmes.
- Support parents and carers with drop in sessions and an open-door policy.
- Provide parents with access to our Family Liaison Officer.
- Foster a sense of community and support in all that we do.
- Keep parents and carers up to date and fully informed of decisions about their children and any support/interventions.
- We can also provide information for parents and carers to access support for their own mental health needs.

When a concern has been raised the school will aim to:

- Contact parents and carers and meet with them.
- Try as much as possible to include parents & carers in their child's interventions unless there are child protection issues.
- Offer information and places to seek further help.
- Agree an action plan.
- Be available for follow up calls or meetings.
- Discuss how the parents can best support their child at home.
- Discuss how staff can best support pupils.
- Keep parents & carers fully informed and up to date on decisions regarding support or interventions.

9. The child's voice

- Wherever possible, we seek pupils' views and feedback about our approach and whole school mental health activities through surveys, class questions and suggestion boxes.
- We will introduce a small group of children who will become mental health ambassadors to support their peers around school and on the playground.

10. Supporting and training staff.

- We want staff to be confident in their knowledge of mental health and wellbeing and to feel they are able to promote positive mental health and wellbeing within our community.
- It is important they feel able to identify mental health needs early in the children they work with and know where to get help.
- Staff with a specific responsibility such as DSLs and mental health leads have more specialised training and where possible access to mental health professionals.
- Supporting and promoting the mental health and wellbeing of our staff is an essential component of a healthy school.

11. Staff wellbeing and work-life balance

At Colliers Green Primary School, it is important that staff wellbeing is considered and that measures are put in place in order to promote a healthy work-life balance. Further information is detailed in Appendix B.

12. Links to other policies

This policy links to our policies on safeguarding, anti bullying, behaviour and discipline, relationships social health education (RSHE) and special educational needs and disabilities policy (SEND).

Appendix 1

Protective and risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Specific developmental delay. • Communication difficulties. • Physical illness. • Academic failure. • Low self esteem • SEND • Race • Sexuality. 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience. • Outgoing temperament as an infant. • Good communication skills • Sociability • Humour • Problem solving skills & a positive attitude. • Experiences of success and achievement • Faith or spirituality capacity to reflect.
In the family	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection. • Clear, consistent discipline. • Support for education. • Supportive long-term relationship or the absence of severe discord.
In school	<ul style="list-style-type: none"> • Bullying • Discrimination. • Break down in or Lack of positive friendships. • Negative peer influences. • Peer pressure. • Poor pupil to teacher relationships. 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying. • Open door policy for children to raise problems. • A whole school approach to promoting good mental health. • Positive classroom management. • A sense of belonging. • Positive peer influences.
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage. • Homelessness 	<ul style="list-style-type: none"> • Wider supportive network. • Good housing.

Appendix B: Staff wellbeing and work-life balance

The mental health and wellbeing of all staff is equally important at Colliers Green Primary School. The table below documents the measures in place intended to protect the wellbeing of staff.

Time commitments	Planning, marking and feedback	Assessment	Other
<ul style="list-style-type: none"> • One staff meeting per week for teaching staff, plus short weekly briefing for all staff. • PPA is protected and able to be taken at home if preferred. • Subject leader release time granted during PE / forest school. • Time given to write end of year reports. • Release time provided to attend important family events e.g. nativities, sports days etc. • No expectation for staff to run extra-curricular activities • At least one week's notice given of any new dates or events. • No 'no leaving site until xx' policy. 	<ul style="list-style-type: none"> • No expectation that every piece of work is marked. • Feedback policy provides range of options including verbal, and is reviewed regularly. • No planning scrutinies or expectations for medium- and short-term plans. • Schemes available to support the teaching of maths, and some other subjects. 	<ul style="list-style-type: none"> • Simple data system • All analysis and tables generated for staff. • End of year reports are short and structured for ease of completion • No data-driven performance management targets (or formal observations / drop-ins as part of PM) 	<ul style="list-style-type: none"> • A commitment to no 'mocksted' or external bought-in inspections • Development of staff library in HT office. • All classes have additional adults in the morning and most afternoons • Named governor linked to staff wellbeing and work-life balance • Named member of staff as wellbeing lead. • Regular staff social events. • Staff on duty at lunchtimes entitled to a free lunch. • Publication of mental health and wellbeing policy which is reviewed regularly.