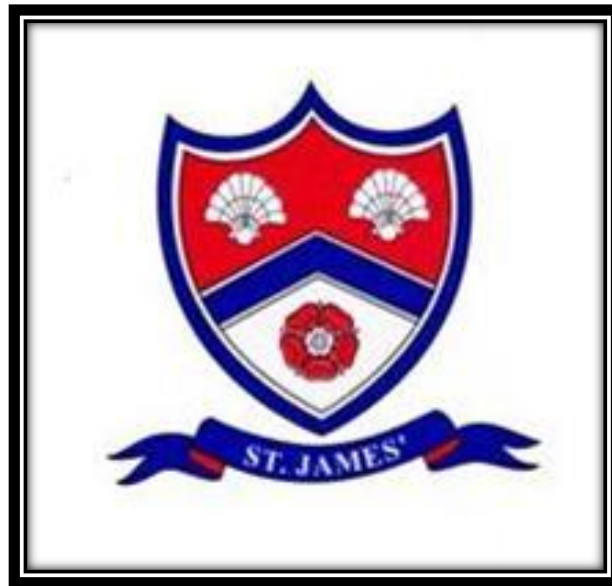




St. James' C.E. Primary School, Haslingden

MENTAL HEALTH & WELLBEING POLICY	
Written By	K. Jamil
Date	September 2026
Review Date	September 2027

*Growing in God's Love, Learning as we go.
Sowing seeds of kindness*

ENDURANCE FORGIVENESS PEACE
FRIENDSHIP TRUST KOINONIA
THANKFULNESS

Mental Health and Wellbeing Policy

Introduction

St. James' C.E. Primary School, Haslingden is committed to supporting the mental health and wellbeing of our children and staff.

Our culture is supportive, caring, and respectful. We encourage children to be open and we want each child to have their voice heard.

At St. James', we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At St. James', positive mental health is everybody's responsibility. We all have a role to play.

Our school mission statement:

"To provide a high quality education for all children within a Christian environment."



We believe that every child is entitled to a curriculum that “enables them to achieve the highest possible standards, develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring, supportive, positive and secure learning environment”.

We believe the education of our children is very much a partnership between the school and the child at home.

Our School Vision

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire children to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide children to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

At St James', we aim to provide a secure, caring and stimulating environment in which children are encouraged to strive to do their best in all aspects of their development. As a school family, we believe that courtesy, respect and concern for others are as important as high standards of achievement in academic work. To this end, we are determined to meet the needs of every child, celebrating the uniqueness of each child. As a school, we work hard to create a lively, engaging and purposeful learning environment in which children will develop a love of learning.

Policy scope

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting children's mental health and wellbeing. It should be read and understood alongside our other relevant school policies e.g. safeguarding, SEND, Online Safety, Behaviour/Respect for All, Inclusion, Home Visits etc. These can be found on our school website or on request via the school office.

Aims of the policy

The aim of our policy is to demonstrate our commitment to the mental health of our staff and children.

At St. James', we will always:

- Help children to understand their emotions and experiences better.
- Ensure children feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing for all children and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting pupil voices and giving them the opportunity to participate in decision making.
- Celebrating each child for who they are and making every child feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any child that needs it.
- Raising awareness amongst staff and children about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in children.
- Supporting staff who are struggling with their mental health.

Key staff members

All staff members have a responsibility to promote the mental health of children and each other. However, certain staff members have a specific role in the process. These are:

Role	Staff
Designated Safeguarding Officers	Miss Frances Brady (Headteacher) Mrs Andrea Humberstone (Deputy Headteacher) Mrs Kathryn Jamil (SENDCo)
SENDCO and Senior Mental Health Lead	Mrs Kathryn Jamil
Wellbeing and Mental Health Governor	Revd. Judith Balkwell
Pastoral Staff	Ms. Sharon Byrne (ELSA) Mrs Kirsty Hayhurst (KS2 TA)

If a member of staff is concerned about the mental health and wellbeing of a child, then in the first instance they should speak to: the class teacher and SENDCo- recording any concerns on CPOMs.

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

Policy Framework

1. Wellbeing Curriculum

- **Integration Across Learning:** Wellbeing principles will be integrated across all subjects, with specific lessons dedicated to PSHE (Personal, Social, Health and Economic education), emotional literacy, and resilience-building activities.
- **Mindfulness Practices:** Incorporate daily Mindfulness Moments, such as breathing exercises, into the school routine to cultivate awareness and emotional regulation.
- **Topics to Cover:** Topics will include personal relationships, managing emotions, physical health, online safety, and conflict resolution, with detailed lesson plans structured to cater to various learning styles.

2. Staff Training and Support

Professional Development: All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. We will post all relevant information, and additional information or updates out to staff so they can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate.

Recent training includes:

- Annual Safeguarding update training.
- Whole staff training and updates on attachment and trauma.
- Completing the Silver National Wellbeing Award November 2025.
- Senior Mental Health Lead training completed January 2025.

Staff Health Initiatives: Implement initiatives such as open door policy, access to mental health resources including Education Support (**08000 562 561**), staff counselling services/supervision (in house and external), and networks to promote staff wellbeing.

3. Identification of Need

Screening Tools: Use screening tools to identify children at risk of mental health issues, incorporating teacher referrals, parental feedback, and pupil self-assessment tools.

Collaborative Approach: Work closely with children, families, school staff and external agencies to provide tailored support for identified needs, ensuring a holistic approach to each child's wellbeing with a child centered approach.

Identifying needs and warning signs:

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to children who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of

these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate and record on CPOMs.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Attendance and absenteeism: Children are monitored carefully with attendance being a whole school focus. Home visits are conducted where there are concerns or no contact and support offered where appropriate. School work closely with the school attendance officer and parents/carers are expected to contact the school office daily if their child is absent to promote home school liaison.

4. Support Structures

Wellbeing team

SENDCo/SMHL	Mrs K. Jamil
ELSA	Ms S. Byrne
Teaching Assistants	Mrs K. Hayhurst
Year 3 representatives	TBC
Year 4 representatives	Aliya and Hashir
Year 5 representatives	Olliver and Kiera
Year 6 representatives	Isa and Daaniya



Meeting held at least monthly with all present and weekly/fortnightly meeting for SENDCo, ELSA and TA's to discuss wellbeing needs throughout school.

Wellbeing and Safeguarding display board in school.

Peer Mentoring Schemes: Implement peer mentoring for older children to provide guidance and support to younger children, fostering a sense of responsibility, community, and leadership skills:

- KS2 children part of the schools Wellbeing Team.
- Reception linked with a Year 6 children as a guardian angel to support transition.
- KS2 play leaders helping at lunch times.

Supporting peers:

We understand that, when a child is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the child, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

We have a range of support available in school for any child struggling, as listed below:

- Wellbeing and mental health supported across the curriculum with a specific focus in PSHE lessons.
- Classrooms have a reflective worship area space that can be used to support children if they need time out and support.
- School has a sensory room that is accessible at lunch times to go to where they can be supported by an adult during 'relax and reflect time'.
- School values and approaches support wellbeing through restorative justice approaches and emotions coaching. School staff are all attachment and trauma trained.
- Programmes to support the mental health and wellbeing of individuals where needed, providing a child focused approach.
- Whole school worship with a focus on Christian morals, values etc.
- School Emotional Literacy Support Assistant (ELSA) to support individual needs.

- Experienced school SENDCo to support individual needs.
- Bereavement and Loss support programme.
- Additional transition support.
- Emotional School Based Avoidance and Attend Framework support.
- Family Help Assessment.
- Wellbeing Team, made up of children in KS2, SENDCo, ELSA and Teaching Assistant(s).
- Access to Acorn Psychology specialist teacher and Educational Psychologist where needed.

There is also support available for children in the local community. This includes:

- Referral to school nursing team, CAMHS or ELCAS where needed.
- Haslingden Family Hubs Network
- Inclusion Hub
- Kooth online support
- Referral to Spring North/ADHD NorthWest
- Family support workers and/or Children's Family Wellbeing Service.

5. Parental Involvement

Whole school approach

We take a whole school approach towards the mental health of our children. This means working with parents and carers and with other agencies and partners, where necessary.

Working with parents and carers

We aim to support parents/carers as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.
- Home school liaison: Provide an open-door policy with access to class teachers, Teaching Assistant's and Senior Leadership Team when on duty welcoming the children into school each morning and/or at the end of the school day.
- Workshops and Training: Hold regular workshops for parents and/or provide information

regarding local initiatives and groups linking with Haslingden Family Hubs Network. Foster open communication at home, ensuring a shared understanding of wellbeing practices.

- **Feedback Mechanisms:** Create a wellbeing feedback loop through parent surveys and meeting feedback to gather insights and ensure the policy meets the needs of families.

Complaints

Who do I speak to?

At St. James' C. E. Primary School we aim to provide the best care and provision:

- Should a parent or carer have a concern about the Wellbeing provision made for their child or mental health concerns they should in the first instance discuss this with the class teacher.
- Should the parent/carers still be concerned then they can arrange for a meeting with the school Senior Mental Health Lead (Mrs Kathryn Jamil) and/or the headteacher (Miss Frances Brady).
Parents/carers can message directly on Class Dojo, leave a message with the school office or phone school on 01706 214134.
- If parents/carers would like to take the matter further, they can write to inform the chair of governors Mr Paul Adnitt.

6. Monitoring and Evaluation

Assessing Initiatives: Conduct termly/annual evaluations of wellbeing initiatives using quantitative and qualitative data, alongside academic performance records correlated with wellbeing outcomes.

Adapting Policy: The policy will be reviewed and adapted annually based on findings from evaluations, feedback from children, parents, and staff, ensuring it remains relevant and effective in addressing the wellbeing needs of our school community.

7. Behaviour and Safety

Behaviour Policy: Implement a comprehensive Behaviour/Respect for All policy that promotes a culture of respect, accountability, and kindness among children, with clear expectations and consequences with restorative justice approaches.

Restorative justice CPD and lessons in school to embed whole school approach. Lanyards to support with this and use of emotion coaching. Welfare staff have also been trained to support children with these approaches.

Anti-Bullying Measures: Establish clear procedures and support mechanisms for reporting and addressing bullying incidents, including regular awareness campaigns, assemblies, and training on conflict resolution. Peer on Peer abuse policy updated annually and shared with children in class.

Safe Spaces: Designate 'safe spaces' within the school where children can go to seek support, express concerns, or simply relax when needed. The sensory room is available each lunch time for children to support with regulation and to discuss any concerns.

All classes have a worship/quiet area for children to access with sensory stones to help them regulate their emotions etc.

Safeguarding: Managing disclosures

If a child discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

This will be recorded electronically on CPOMs.

More information can be found at: <https://www.lancashire.gov.uk/children-education-families/keeping-children-safe/tell-us-if-you-are-worried-about-a-child/>

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a child, either to somebody inside the school or somebody outside it, then this will first be discussed with the child. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the child's consent first, such as in the case of children who are at immediate risk. Protecting a child's safety is our main priority so we would share disclosures if we judged a child to be at risk.

8. Health and Education Partnerships

Working with other agencies and partners

As part of our whole school approach, we will also work with other agencies to support our children's emotional health and wellbeing for access to expertise, resources, and additional support networks. This might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS or ELCAS
- Counselling services.
- Therapists.
- Family support workers.
- Children Family Support Workers.
- Social Workers.
- Community and Family Hub.
- Specialist Teachers.
- Educational Psychologists.

Community Projects

We also engage in community wellbeing projects aimed at developing social responsibility and

enhancing community ties through initiatives such as volunteer programmes and mental health campaigns.

The Role of the Senior Mental Health Lead (SMHL)

The key responsibilities of the SMHL (Mrs K. Jamil) includes:

- Overseeing the day-to-day operation of the school's Wellbeing policy;
- Monitoring and identifying children with mental health and wellbeing needs;
- Co-ordinating provision for children;
- Liaising with parents;
- Contributing to the in-service training of staff;
- Liaising with external agencies where necessary;
- Attending course to keep skills and knowledge up to date;
- Helping to plan and support interventions to be used in school;
- Reporting at least termly updates to the governing body and headteacher;
- Writing and updating policies annually.

The Role of the Governing Body

In particular, the governing body has a legal duty to:

- Do its best to ensure that all children's needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Establish a Wellbeing and Mental Health policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis;
- Ensure that the SEND Code of Practice is followed and implemented throughout school;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that children's wellbeing is paramount across school;
- Take opportunities to meet and talk with parents and children;
- Keep informed about developments in the area of wellbeing and mental health, nationally, locally and within the school.

Review of Policy

This policy will be reviewed annually, ensuring alignment with best practices, legislative changes, and the evolving needs of the school community.

Conclusion

Haslingden St. James' C.E. Primary School is committed to prioritising the wellbeing and mental health of all our school family. This policy reflects our dedication to fostering a supportive environment where every child can thrive academically and emotionally.

	Concerns re: Mental Health St. James' stepped approach
	School and/or Parents notice behavioural changes/concerns. To be monitored and check in with the child.
	Monitor and record concerns on CPOMs. Triggers? Continue to check in daily with the child.
	Liaison with SENDCo/pastoral team.
	Gather child's voice and parent voice. ELSA support and intervention e.g. Three Houses, Talkabout, emotion coaching, Blob Family
	Parent/carer meeting with ELSA/SENDCo.
	APDR (Assess, Plan, Do Review) cycle PIVATs Personal Social Emotional Development SENDCo observation Adaptation needed put in place.
	Continue with school support. Family Help Assessment? Support for parents- in house and support agencies e.g. Spring North
	APDR cycle Meeting with parents/carers
	External referrals for support if needed: School nursing team Inclusion Hub Neurodevelopmental Pathway Community Paediatric Team Acorn Psychology Link EP support- consultation
	Mental Health Support Team: CYPPS (Children & Young Peoples Psychological Service) CYPPEast@lscft.nhs.uk 01254 226480 ELCAS (Children in Y6 and above only) 01282 628800

Summary of Expectations Based on Ofsted Framework

- **High Levels of Engagement:** Maintain high levels of pupil engagement and parent satisfaction through feedback mechanisms, fostering a sense of belonging and ownership.
- **Promote Development:** Promote pupils' spiritual, moral, social, and cultural development through varied extracurricular activities and opportunities for leadership.
- **Diverse Curriculum:** Ensure that the curriculum meets the diverse needs of all pupils, enabling them to engage meaningfully in their education, enhancing their emotional resilience.
- **Safety and Inclusion:** Foster a culture of safety and inclusion where pupils feel secure, respected, and valued for both their individuality and contributions to the school community.
- **Improving Outcomes:** Demonstrate effective policies leading to improved educational and wellbeing outcomes for all pupils, with measurable indicators of success.

By aligning our Wellbeing Policy with these expectations, Haslingden St. James' C.E. Primary School aims for outstanding status in wellbeing and education.

