

Nunnery Wood Primary School

Pupil Mental Health and Wellbeing Policy (SEMH)



Approved by: R Harding

Date: 19th March 2026

Last reviewed on: January 2026

Next review due by: January 2029

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1. Aims

At Nunnery Wood Primary School we are committed to supporting the mental health and wellbeing of pupils.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school.
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health.
- Support staff to identify and respond to early warning signs of mental health issues.
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing and provide them with access to resources.

It should be read alongside:

- SEND policy
- Relationship and Behaviour policy
- Anti-bullying policy
- Safeguarding and Child Protection policy

2. Legislation and guidance

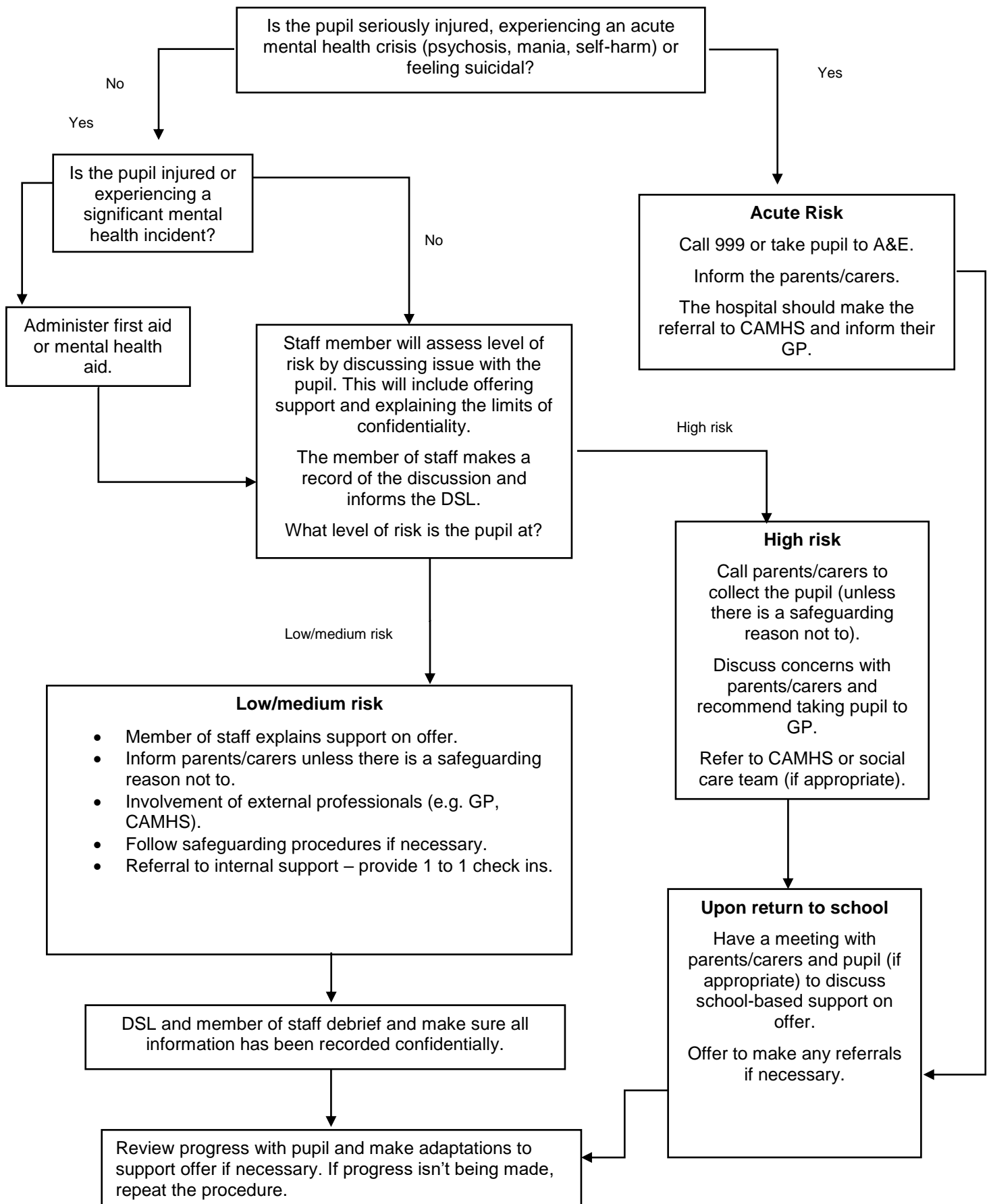
This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Headteacher, SENCo and DSL.

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm (intentional harm) or suicide
- Abuse of drugs or alcohol

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure on My Concern, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff- using TED- Talk, Explain, Describe

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL or a member of SLT. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of safeguarding team will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the Safeguarding policy will be followed.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure.
2. Member of staff offers support.
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL or a member of Safeguarding Team.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why.
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff.
6. The DSL will inform the parent/carer (if appropriate).
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis.

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE and mental health awareness week.
- Regularly reminding children that it is okay not to be okay- referring to 5 ways to wellbeing which is an integral element of each jigsaw lesson. There is clear focus on emotional literacy – self-awareness, social skills, empathy, motivation and managing feelings.
- Having open discussions about mental health during lessons.
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health.
- Offering pastoral support, e.g. through Mrs Salisbury
- Access to EMHP- Emotional Mental Health Practitioner through a referral system.
- Bespoke intervention such as Science of Well-being for children in Key Stage 2.
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as circle time, ask-it baskets (Summer Term).

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Safeguarding team will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are.
- Creating a plan to provide support.
- Taking the actions set out in the plan.
- Reviewing the effectiveness of the support offered.

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Drop-ins for one-to-one support with SEND & Safeguarding Manager.
- Advice from our Educational Psychologist
- Science of well-being interventions
- Reduced timetable
- Referral to our EMHP

- Time-out pass
- Lumi Nova app: Tales of Courage
- Sign posting to Counselling

8.4 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services
- Melo

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support.
- Informing parents/carers of mental health concerns that we have about their child.
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child.
- Signpost parents/carers to appropriate support.
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy.
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums).

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

10. Whole school approach to promoting mental health awareness

10.1 Mental health is taught in PSHE

We use JIGSAW as our scheme to support teaching and learning.

Pupils are taught to:

- Develop healthy coping strategies.
- Challenge misconceptions around mental health.
- Understand their own emotional state.
- Keep themselves safe.
- Practise mindfulness which is explicitly taught

For more information, see our PSHE curriculum.

10.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma- it is okay not to be okay.
- Encouraging pupils to disclose when their mental health is deteriorating.

10.3 Annual Mental Health Week

Mental Health Week provides children with opportunities to explore different elements of wellbeing and mindfulness in greater depth. Focused curriculum time is dedicated to developing mental health awareness. This highlights the importance of positive mental wellbeing and aims to raise awareness of children's mental health, supporting children to develop skills that promote emotional wellbeing, resilience, and self-awareness.

11. Training

All staff have regular training so they:

- Have a good understanding of what pupils' mental health needs are.
- Know how to recognise warning signs of mental ill health.
- Know a clear process to follow if they identify a pupil in need of help.
- Understand how WEST team can support children and young people.

12. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously.

- Support staff experiencing poor mental health themselves.
- Create a pleasant and supportive work environment.
- Seek advice from our Educational Psychologist.
- Seek advice from Human Resources.

13. Monitoring arrangements

This policy will be reviewed by Safeguarding Team and PSHE Curriculum Leader biannually unless there is significant case in school as part of our evaluation process the school team will reflect on whether systems and procedures need to be enhanced.