



Hadley Wood Primary School Mental Health and Wellbeing Policy

Date the policy came into effect	January 2026
Date of the next policy review	January 2027
Name of the person responsible for this policy	Miss Jodi-Ann Seaton
Staff Governor	Ms Tina Stanley
Issued to	Staff, Governors and Parents

Mental Health and Wellbeing Policy

At Hadley Wood Primary School we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures we aim to provide a safe and supportive environment for all.

Policy Aims

- Promote positive mental health and emotional wellbeing for our community.
 - Remove the stigma of mental health issues.
 - Increase understanding and awareness of common mental health issues.
 - Enable staff to identify and respond to early warning signs of mental ill health in pupils and each other.
 - Enable staff to understand how and when to access support; both for themselves and pupils who may have mental health issues.
 - Provide the appropriate support to pupils with mental health issues.
 - Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environments for all.
 - Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

Key staff:

- The Senior Mental Health Lead for the school is Jodi Ann Seaton
- The staff governor for Mental Health and Wellbeing is Ms Tina Stanley.
- Designated Safeguarding Lead – Lynsey Jennings
- Designated Deputy Safeguarding leads –Fran Worby, Lyndsey Albon and Tina Stanley

Definitions:

At Hadley Wood Primary School, we define Mental Health and Resilience as:

- Mental Health encompasses psychological, emotional and social wellbeing.
- Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with challenges and or unexpected changes.

Safeguarding and promoting the welfare of children includes:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding, Child Protection and Mental Health

At Hadley Wood Primary School, we recognise that mental health and safeguarding are intrinsically linked. Safeguarding and promoting the welfare of children is everyone's responsibility, and all staff should make sure their approach is child-centred, considering at all times what is in the best interests of the child.

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. All staff should be alert to this possibility and understand that early identification and appropriate support can prevent concerns from escalating. This policy is **non-statutory** but supports the school's **statutory duties** under:

- Keeping Children Safe in Education (KCSIE)
- Education Act 2002
- Children and Families Act 2014
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

If a member of staff is concerned about the mental health or wellbeing of a pupil or parent, in the first instance, they should speak to the Mental Health and Wellbeing Lead. If there is a concern that the pupil is a high-risk or in danger of immediate harm, the school's child protection procedures should be followed.

All staff must:

- Know what to do if a child tells them they are being abused, exploited, or neglected, and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care.
- Never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

If a pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Section 1 – Health and Welfare of Pupils

Mental health problems in children

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders, e.g. phobias, anxiety states and depression.
- Conduct disorders, e.g. stealing, defiance, fire-setting, aggression and antisocial behaviour.
- Hyperkinetic disorders e.g. disturbance of activity and attention.
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders.
- Attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers.
- Other mental health problems including eating disorders, habit disorders, post- traumatic stress syndromes; sleep disorders; and psychotic disorders such as schizophrenia.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders. If a member of staff is concerned about the mental health or wellbeing of a pupil or parent, in the first instance, they should speak to the Mental Health and Wellbeing Lead. If there is a concern that the pupil is a high-risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the parents, and relevant professionals.

Teaching and learning

For all pupils with mental health needs reasonable adjustments will be made to ensure full access to the curriculum. These may include:

- Breaks from class when required.
- Provision of stress relief toys.
- Work broken into small chunks.
- Individual behaviour plans.

Curriculum

We have developed our own, bespoke curriculum for Personal, Social, Health and Economic Education that includes the statutory Relationships and Mental Wellbeing and Relationships and Sex Education (RSE). At the core is the delivery of You, Me and PSHE.

Statutory Requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 require that pupils receiving primary education must be taught Relationships Education, and that all primary and secondary pupils must be taught Health Education. Relationships Education, Relationships and Sex Education and Health Education In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, which can be found here (revised for introduction September 2026).

Our Approach to Teaching Mental Health

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Our mental health curriculum is:

- Age and stage appropriate: Content is carefully matched to pupils' developmental needs and understanding.
- Tailored to individual needs: Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).
- Embedded across the curriculum: Mental health and wellbeing is not taught in isolation but reinforced throughout all subjects.
- Responsive to emerging issues: The curriculum should proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This should be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community. Relationships Education, Relationships and Sex Education and Health Education.

Through our curriculum, pupils learn:

- How to recognise and talk about their emotions.
- Strategies for managing difficult feelings.
- How to build and maintain positive relationships.
- When and how to ask for help.
- How to support peers who may be struggling.
- How to stay safe, including online (see Online Safety and Mental Health section).
- Understanding of mental health and challenging stigma.

Online Safety and Mental Health

We recognise that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of abuse and other risks online, as well as face to face. The online world can have both positive and negative impacts on children's mental health and wellbeing.

Online risks that can affect mental health include

Staff should be aware of risks related to misinformation, disinformation (including fake news), and conspiracy theories. These can contribute to anxiety, distress, and confusion in children and young people.

Content risks

Exposure to harmful content including:

- Content promoting self-harm, suicide, or eating disorders
- Violent or disturbing content
- Misinformation about health and wellbeing
- Content from misogynistic influencers that can negatively impact self-esteem and mental health

Contact risks

Being subjected to harmful online interaction with other users, including:

- Cyberbullying and online harassment.
- Pressure to share personal information or images.
- Exposure to grooming or exploitation.

Conduct risks

Personal online behaviour that increases the likelihood of harm, such as:

- Excessive screen time affecting sleep and wellbeing.
- Comparing themselves negatively to others on social media.
- Engaging in risky online behaviours.

Commerce risks

Risks related to commercial pressures, including:

- Exposure to inappropriate advertising.
- Pressure to purchase items or services.
- Gambling-related content.

Our approach

We will:

- Teach pupils about online safety as part of our RSHE and computing curriculum, including how to recognise when online content or interactions are affecting their mental health.
- Ensure our filtering and monitoring systems are effective in protecting pupils from harmful content while at school.
- Work with parents and carers to reinforce the importance of online safety at home.
- Provide support for pupils who have experienced harm online.
- Ensure staff understand the links between online safety and mental health, and know how to respond to concerns.

Staff should be alerted to changes in a pupil's behaviour or wellbeing that may be linked to their online experiences and should report any concerns to the Designated Safeguarding Lead or the Mental Health and Wellbeing Lead.

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Warning Signs

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 alert the Mental Health and Wellbeing Lead.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / 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 absences.

Supporting Specific Vulnerable Groups

We recognise that some children and young people are at greater risk of experiencing poorer mental health and may face additional barriers to accessing support. Leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.

Children with Special Educational Needs and Disabilities (SEND)

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Additional barriers can exist when recognising mental health difficulties in this group of children. These can include:

- Assumptions that indicators of possible distress such as behaviour, mood changes relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Any concerns about the mental health or wellbeing of children with SEND will require close liaison with the Designated Safeguarding Lead (or a Deputy) and the special educational needs coordinator (SENCO).

We will:

- Consider extra pastoral support and attention for these children.
- Ensure any appropriate support for communication is in place.
- Work closely with parents and external specialists.
- Make reasonable adjustments to our support and interventions.

Looked-After Children and Previously Looked-After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. These children are particularly vulnerable and may have experienced trauma that affects their mental health and wellbeing.

We will:

- Ensure appropriate staff have access to information about the child's looked-after legal status and care arrangements.
- Work closely with the child's social worker and the Virtual School Head.
- Provide targeted support through our designated teacher for looked-after children.
- Recognise that previously looked-after children may also remain vulnerable and require ongoing support.

Children with a Social Worker

Children may need a social worker due to abuse, neglect and/or complex family circumstances. Experiences of adversity and trauma can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health.

We will:

- Ensure the DSL holds and uses information about which children have a social worker in the best interests of the child's safety, welfare and educational outcomes.
- Provide additional academic support and pastoral care.
- Work closely with social workers and other professionals.
- Maintain a culture of high aspirations for these children.

- Recognise that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes and wellbeing.

Young Carers

Young carers may experience additional pressures that affect their mental health, including:

- Anxiety about the person they care for.
- Missing school or falling behind with work.
- Lack of time for social activities and friendships.
- Feeling different from their peers.

We will:

- Work with Young Carers services to identify and support young carers.
- Provide flexible support that recognises their caring responsibilities.
- Ensure they have access to appropriate pastoral support.

Disadvantaged Pupils

Leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these. We recognise that disadvantaged pupils may face additional challenges affecting their mental health, including:

- Financial pressures and worries.
- Housing instability.
- Limited access to resources and activities.
- Potential stigma.

We will:

- Use our pupil premium strategy to address barriers to wellbeing.
- Ensure disadvantaged pupils can access all mental health support and interventions.
- Monitor the impact of our support on these pupils' wellbeing and outcomes.
- Maintain high aspirations for all pupils regardless of background.

Children Affected by Parental Mental Health, Substance Misuse, or Domestic Abuse

We recognise that children living in households where there are mental health difficulties, substance misuse, or domestic abuse are at increased risk of experiencing mental health difficulties themselves.

We will:

- Work sensitively with families to offer appropriate support.
- Make referrals to early help services where appropriate.
- Liaise with other agencies to ensure coordinated support.
- Provide a safe space for children to talk about their worries.

Children at Risk of Exploitation or Serious Violence

Children involved in or at risk of criminal or sexual exploitation, or serious violence, may experience significant trauma affecting their mental health.

We will:

- Recognise these children as victims who need support.
- Work with police and other agencies to safeguard these children.

- Provide trauma-informed support.
- Address underlying vulnerabilities that may increase risk,

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. We work closely with the school nurse in supporting the emotional and mental health needs of our pupils. For example, the school nurse runs a drop-in session for parents.

We work closely with other professionals such as:

- Educational Psychologist
- Child Psychologist
- Emotional Health Service
- Inclusion Support Service
- Young Carers
- Early Help service

In addition, we offer the following provision in house:

- Drawing and Talking Therapy
- Individual Mentoring
- Use of restorative approach
- Zones of Regulation
- Growth Mindset
- Resilience Group
- Forest Schools
- Circle of Friends
- School based Play Therapy

When thresholds are met referrals may be made to:

- Local Authority MASH Team
- Emotional Health Service
- Behaviour Support Team
- SPA
- CAMHS
- Young Carers
- Family Support Team
- Children's Services
- School Nurse

In some cases, a multi professional meeting will be arranged to discuss the case further. Some children will neither meet thresholds nor be able to access individual therapies. As a school we attempt to offer one to one pastoral support for these pupils. This may be delivered by an individual behaviour plan.

Confidentiality and Disclosure

Staff Responsibilities

All staff should be clear about the school's policy and procedures with regard to child-on-child abuse. When a pupil makes a disclosure about their mental health or wellbeing, staff must:

- **Never promise confidentiality**

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse.

- **Explain What Will Happen**

It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff.

Staff should explain to pupils:

- That they will need to share information with people who can help.
- Who they will speak to (e.g., the Designated Safeguarding Lead and or, the Mental Health and Wellbeing Lead).
- What will happen next.
- That the pupil will be kept informed throughout the process.
- That they will only share information with those who need to know to keep the pupil safe.

Recording Disclosures

Any disclosure must be recorded on an expression of concern form and passed to the Designated Safeguarding Lead immediately. Records should include:

- The date, time, and location of the disclosure.
- What the pupil said (using their words where possible).
- Any observations about the pupil's demeanour or emotional state.
- Any immediate action taken.
- Who the information was shared with.
-

Responding to Disclosures

Staff should:

- Listen carefully and take the pupil seriously.
- Reassure the pupil that they have done the right thing by talking to someone.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- Avoid asking leading questions.
- Not promise to keep the information secret.
- Pass the information to the Designated Safeguarding Lead as soon as possible.

When Safeguarding Concerns Arise

If a disclosure indicates a safeguarding risk, the school's child protection procedures must be followed immediately. If staff have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

- If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.
- All safeguarding concerns will be treated in confidence, and we will follow the safeguarding policy. For more information about Safeguarding, including our policy, visit the Safeguarding page on our website.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes.

Principles of Information Sharing

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Staff Responsibilities

All staff should understand that:

- They should be confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal.
- 'Safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care.

When to Share Information

Information should be shared when:

- There are concerns about a child's safety or welfare.
- A child's mental health difficulties may indicate they are at risk of harm.
- Information would help another professional or agency to provide better support.
- It is necessary to coordinate support across multiple agencies.
- A child is moving to another school and there are ongoing mental health or safeguarding concerns.

Recording and Storing Information

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Sharing Information with Parents and Carers

We will work in partnership with parents and carers, sharing information about their child's wellbeing where appropriate. However, we recognise that there may be circumstances where sharing information with parents could place a child at risk of harm. In such cases, advice will be sought from the DSL and, where necessary, from children's social care.

Transferring Information

Where children leave the school, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

The DSL will also consider whether it would be appropriate to share any additional information with the new school in advance of a child leaving, to help them put in place the right support to safeguard this child and to help the child thrive in their new setting.

Monitoring and Evaluation

We monitor the effectiveness of this policy through:

- Regular review of mental health data and trends.
- Feedback from pupils, parents, and staff.
- Evaluation of interventions and their impact.
- Analysis of attendance, behaviour, and achievement data for pupils with mental health needs.
- Safeguarding audits.
- Governor monitoring visits.
- Annual policy review.

Section 2 - Health and Welfare of Parents and Carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc. We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

- Working closely with our local partners including the Children's Centre, Health Care professionals and partner schools.
- Meeting all EYFS parents in person to discuss their family circumstances.
- Encouraging parents into school for events such as Parent Consultation meetings, Class Assemblies, Reading Café, Come Learn with Me events and Parent Workshops.
- Offering 1:1 SENCO parent meetings.

- Offering parents the opportunity to meet Educational Psychologist, School Nurse or Speech and Language Therapist.
- Offering Psychologist sessions for families.
- Ensuring all parents are aware of how to promote social and emotional wellbeing and prevent mental health problems.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.).
- Offering support to help parents or carers develop their parenting and academic skills, for example 'How to read with your child' morning.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies
- Facilitating drop-in sessions with the school nurse.
- Providing an open-door policy with access to the Mental Health and Wellbeing Lead, Learning Mentor and or a member of the Designated Safeguarding Team.
- Working hard to develop a close relationship with parents and carers which allow us to offer support.

Section 3 - Health and Welfare of Staff

We recognise that a healthy, happy workforce are required to deliver the best education for all our pupils. Our expectation is that staff have a responsibility to support their own mental health by accessing appropriate support, looking after their own mental health and to develop resilience and coping strategies. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives.

We offer the following to support our staff's positive mental health:

- A dedicated staff room for relaxation and healthy eating
- A dedicated staff ppa room
- Flexible approach to PPA so staff can choose to take this offsite if required
- Free tea and coffee available in the staff room
- All meetings take place within directed time and are limited to once a week
- Ring-fenced PPA time and ensure it's not eroded by meetings or cover. PPA is delivered in a continuous time block
- Generous amount of directed time kept in reserve to cover an unforeseen work commitment
- The school will support staff to attend significant personal events during term time through unpaid leave, and will make every reasonable effort to arrange cover to facilitate this
- We offer a counselling service in-house for staff who require this service
- A number of social events throughout the year take place for staff to participate in.
- SLT have an open-door policy for all staff
- SLT proactively support staff who are experiencing mental health difficulties

- Staff take mental wellbeing into consideration when deploying staff to various roles around school
- Reasonable adjustments are made for staff with recognised mental health issues.
- Sign post staff to appropriate support mechanisms such as mental health charities, GP, and Relate
- Staff meetings are held regularly where individuals can share their views and feel supported
- Celebrate staff special occasions
- Recognise individual staff strengths through initiatives such as positive mentions in newsletters; weekly staff appreciation award, individual and public thanks and praise; feedback from observations; learning walks
- The Staff Mental Health and Wellbeing Lead has an open-door policy who is a point of contact for all staff
- Encourage and support staff to put into perspective the everyday challenges of working with pupils
- Staff workload is reviewed as a staff team regularly
- Wellbeing working group – set up in January 2026
- Help staff to set professional boundaries for themselves such as not sharing their telephone numbers; not texting parents with personal phones and not having their phones out during curriculum time
- Remind staff not to share personal details such as phone numbers and not to interact with parents on social media. Staff with children in school should be aware and take measures to protect themselves. For example, set high privacy settings on Facebook.
- Flexible working applications are always seriously considered within the confines of what is best for the pupils
- No expectation to be at work outside of contracted/directed hours.

Training and Statutory Requirements

The Governing Body should ensure that all staff undergo Safeguarding and Child Protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training should be regularly updated.

All staff; governors and trustees should undergo safeguarding and child protection training at induction. This should be updated regularly and at least annually.

Training will include:

Understanding the Link Between Mental Health and Safeguarding

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.

Staff will learn to:

- Recognise when mental health concerns may indicate safeguarding risks.
- Understand their duty to report concerns.
- Know how to respond appropriately.

Recognising Signs and Symptoms

Staff will be trained to identify warning signs of mental health difficulties, including:

- Changes in behaviour, mood, or academic performance.
- Physical signs of distress.
- Withdrawal from friends or activities.
- Signs of self-harm or suicidal ideation.

Responding to Concerns

Staff will understand:

- How to respond sensitively to disclosures.
- Who to speak to (Designated Safeguarding Lead or the Mental health Wellbeing Lead).
- The importance of not promising confidentiality.
- How to record and report concerns.

Online Safety and Mental Health

Training should include online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Staff will learn about:

- How online experiences can affect pupils' mental health.
- Recognising signs that online activity is causing distress.
- How to respond to concerns about online safety and mental health.

Supporting Vulnerable Groups

Staff will receive training on the specific needs and vulnerabilities of:

- Children with SEND.
- Looked-after and previously looked-after children.
- Children with a social worker.
- Disadvantaged pupils.
- Young carers.
- Children affected by parental mental health, substance misuse, or domestic abuse.

Understanding the School's Approach

Staff will be familiar with:

- The Mental Health and Wellbeing Policy.
- The school's Safeguarding and Child Protection Policy.
- Behaviour policy and Anti-Bullying policy.
- Procedures for making referrals.
- Available support and interventions.

Mental Health and Wellbeing Lead

The Mental Health and Wellbeing Lead will receive specialist training appropriate to their role, including:

- Mental health first aid or equivalent.
- Trauma-informed practice.
- Working with specific vulnerable groups.
- Specific interventions and therapeutic approaches used in school.

Governors and Trustees

Training should equip governors/trustees to assess whether the safeguarding procedures and policies are effective and comply with the law at all times.

Governors will be offered training on:

- Their safeguarding responsibilities
- Understanding mental health and wellbeing in schools
- How to monitor and evaluate the effectiveness of this policy
- Asking appropriate questions to hold leaders to account

The governor with responsibility for Mental Health and Wellbeing (Ms Tina Stanley) will receive additional training to enable them to:

- Understand current research and best practice.
- Monitor the implementation of this policy.
- Support strategic decision-making.
- Challenge and support school leaders effectively.

Ongoing Professional Development

The Governing Body will undertake safeguarding training annually. Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be offered throughout the year where it becomes appropriate.

Suggestions for individual, group or whole school CPD should be discussed with the Headteacher who can also highlight sources of relevant training and support for individuals as needed.

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Behaviour in Schools Policy
- Anti-Bullying Policy
- SEND Policy