



Tenterden Infant School

'Together, we learn, grow and flourish'



Tenterden Church of England Junior School

'With God as our companion, we learn, grow and flourish'



Tenterden Primary Federation Mental Health and Wellbeing Policy

Updated: January 2023. Amended January 2025

Approved and Ratified: March 2023

Review due: March 2026

Policy Statement

Mental health is a state of well-being 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 make a contribution to her or his community. (World Health Organization)

'Together we learn, grow and flourish' is our school motto at Tenterden Primary Federation. This applies to pupils, parents and adults working in school. It directly links to both our academic work and our mental health. At TPF the two are not separate but go together. As a nurturing school all that we do links to the 6 principles of nurture. These are;

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is a vital means of communication
5. It is understood that all behaviour is communication
6. The importance of transition in children's lives is understood.

Through the practical application of Christian values and our school values, 'Perseverance, Faithfulness, Respect, Love' and a positive growth mindset, all of TPF challenge themselves to be independent, inquisitive and knowledgeable.

In addition we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using universal, whole school approaches, selective, targeted support to groups identified as having an increased risk and specialised, indicated approaches for pupils experiencing mental health difficulties.

By developing and implementing practical, relevant and effective mental health and wellbeing procedures through this policy, we can promote a safe, stable and mentally healthy environment for our whole school community. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all
- a commitment to being responsive to children and young people's needs
- clearly defined mental health links in school policies
- clear guidelines for internal and external referrals
- strong links with external agencies to provide access to support and information
- a named lead for mental health promotion with the expectation that there is support and involvement and an ethos

that 'mental health is everyone's business'

A mentally healthy environment is a place where children and young people:

- have opportunities to participate in activities that encourage belonging
- have opportunities to participate in decision-making
- have opportunities to celebrate academic and non-academic achievements
- have their unique talents and abilities identified and developed
- have opportunities to develop a sense of worth through taking responsibility for themselves and others
- have opportunities to reflect
- have access to appropriate support that meets their needs
- have a right to be in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- have their individual needs recognised and responded to in a holistic way
- have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- have recognition of their work-life balance
- have the mental health and well-being of the whole staff reviewed regularly
- feel valued and have opportunities to contribute to decision-making processes
- celebrate and recognise success
- are able to carry out roles and responsibilities effectively
- are provided with opportunities for CPD both personally and professionally
- have their unique talents and skills recognised and opportunities are provided for development
- have time to reflect
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with schools and agencies
- are provided with opportunities where they can ask for help when needed
- are signposted to appropriate agencies for support
- are clear about their roles and expectations of their responsibilities in working in partnership with schools
- opinions are sought and valued and responded to
- strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:
is involved in promoting positive mental health

is valued for the role it plays in promoting positive mental health contributes towards the ethos of the school

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

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

Tina McIntosh – Designated Safeguarding Lead and CPD Lead

Rachel Peachey - Mental Health and Emotional Wellbeing Lead

Sarah Crook - Lead First Aider

Sonya Sault - Pastoral Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Team or the Executive Head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Rachel Peachey, Mental Health Lead. Guidance about referring to CAMHS is provided in **Appendix 1**.

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHCE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHCE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in **Appendix 2**.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupils/ adults help-seeking by ensuring everyone understands:

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

Warning Signs

School 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 communicate their concerns with **Rachel Peachey**, our Mental Health and Emotional Wellbeing Lead.

Possible warning signs 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 absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on CPOMs. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Rachel Peachey who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

By sharing a concern we are safeguarding our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil.

Parents should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents themselves.

If a child gives us reason to believe that there may be underlying child protection issues, this should be reported to the Designated Safeguarding Lead Tina McIntosh or Rachel Peachey in the first instance and appropriate steps will be taken to safeguard the child.

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information, signpost and give them leaflets to take away where possible. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.² www.minded.org.uk

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

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

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in March 2026.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Rachel Peachey our mental health lead via phone 01580 763717 or email office@tpf.kent.sch.uk

This policy will always be immediately updated to reflect personnel changes.

Appendix 1

1.1 Single Point of Access

The commissioned model requires a Single Point of Access (SPA) for all referrals. The SPA team within Kent is run jointly with Kent Community Health NHS Trust (KCHFT). The SPA is an integral part of the service as a central point for screening, triage and signposting. Access to the service is streamlined and referral management is effective.

1.2 Referrals to Kent CYPMHS

The referral process is through a Single Point of Access (SPA). This is used for all referrals.

- [CYPMHS referral form \(DOCX, 76.8 KB\)](#)
- [CYPMHS leaflet \(PDF, 107.2 KB\)](#)

Contact details

You can contact the SPA by telephone or email:

Telephone: 0800 011 3474

Email: nem-tr.kentchildrenandyoungpeoplehealthservices@nhs.net

Operating Times:

Monday to Friday: 8am to 6pm

Saturday: 8am to 12noon

Our NELFT Mental Health Direct (MHD) team provides additional support out of hours and weekends via telephone advice and triage to Crisis teams. The telephone number is **0300 555 1000**.

1.3 Referrals to All Age Eating Disorder Service

The referral process is through a single telephone number. This will be used for all referrals. The minimum age for referrals to this service is 8 years.

You can contact the Eating Disorder Service for Kent and Medway by telephone or email.

Telephone: 0300 300 1980

Email: nem-tr.ed.s.kentandmedway_referrals@nhs.net

Appendix 2

TPF Emotional Wellbeing levels of support

Level 1 – TPF’s Whole School Approach	
1	BLP (Infants)
2	Growth Mindset (Juniors)
3	NSPCC Buddy – Speak Out campaign (trusted adults)
4	NSPCC Buddy – Rule that no matter how we are feeling we never hurt ourselves or others
5	PHSE curriculum *
6	Whole class daily check-ins and emotion coaching
7	How to manage painful emotions – “speaking out” to a trusted adult; class feelings first aid boxes for time out
8	Emotional literacy – book list per key stage/year group to support this
9	Kooth online counselling for pupils aged 10+
10	Online safety (pupils and parents) *

Level 2 – Identified pupils	
1	KS2 assessment - Headstart Resilience Conversation
2	KS1 assessment - A Box Full of Feelings; Feelings Barometer
3	Boxhall Profile (KS1 and KS2)

4	Bereavement and loss programmes – Rainbows in KS2 and Sunbeams in KS1
5	Overcoming group for parents/carers to help their children with fears/worries
6	Solihull Parenting course to recognise feelings and understand behaviours
7	Social skills groups – Lego therapy (KS1 and KS2); Ginger programme (KS1); Talkabout (KS2)
8	Sessions to explore safe strategies managing painful feelings and to improve self-esteem and self-confidence (this is not counselling) **

Level 3 – Identified pupils referred for specialist support	
1	GP (including Children’s Health and Wellbeing Navigator)
2	Kent School Health (School Nursing) – emotional and physical health
3	NELFT – mental health
4	Early Help – family support
5	Kent Young Carers
6	Bereavement – CRUSE; Holding On, Letting Go
7	Home Start – family support; community engagement; drawing and talking therapy
8	Play therapy
9	Dandelion time – parent and child

** Includes emotion coaching; Incredible 5 point scale; recognising the anger cycle and how to break it; how anxiety affects us (brain and body); problem solving together (including CBT strategies); celebrating self activities.