# Mental Health and Wellbeing Policy

| STATUS: | DATE AGREED: | REVIEW DATE: |
|---|---|---|
| POLICY TYPE: To confirm – statutory / recommended / additional | September 2026 | July 2027 |
| **WRITTEN BY:** | **GB SIGNATURE:** | |
| Rhian Davey | | |
| **CONSULTATION:** | | |
| Staff, Governors, Pupils | | |

**RESOURCES AND LINKS TO OTHER POLICIES**

- DfE Education Staff Wellbeing Charter
- Safeguarding and Child Protection Policy
- Therapeutic Thinking and Behaviour Policy
- Anti-Bullying Policy
- Grievance Procedure
- Whistleblowing Policy
- Staff Code of Conduct
- SEND Policy and SEN Information Report
- PSHE and Relationships and Health Education Policy
- Mental Health and Wellbeing Action Plan 2026–27 (Appendix 5)

We follow the DfE Education Staff Wellbeing Charter.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf

**KEY TERMS**

- **SMHL:** Senior Lead for Mental Health
- **MHAG:** Mental Health Action Group
- **DSL:** Designated Safeguarding Lead
- **DDSL:** Deputy Designated Safeguarding Lead
- **SENDCo:** Special Educational Needs and Disabilities Coordinator
- **MHST:** Mental Health Support Team (NHS service working with local schools)
- **CAMHS:** Child and Adolescent Mental Health Services
- **SLT:** Senior Leadership Team
- **TA:** Teaching Assistant
- **PPA:** planning, preparation and assessment time

**PURPOSE AND AIMS:**

**Purpose**

This policy sets out how Spurcroft promotes positive mental health and wellbeing for our whole community: pupils, staff, parents and carers. It explains how we identify needs early, how we support people who are struggling, and who is responsible for what.

Everyone has mental health, and everyone will find things difficult at some point in their lives. We have an inclusive ethos built on support and respect for pupils and staff alike. No one experiencing mental health difficulties should face discrimination, and we are committed to helping people recognise these difficulties and get the support they need.

**Aims**

We want all children to learn and achieve well. This is underpinned by them learning to understand their emotions and experiences, form and maintain friendships, express a range of emotions appropriately, develop resilience and cope with setbacks, and manage the stresses of everyday life and change.

We maintain a mentally healthy environment for pupils and staff by:

- promoting our school rules and values and a sense of belonging
- valuing everyone for who they are, and building self-worth
- giving pupils and staff a voice in decisions
- teaching strategies people can use to look after their own wellbeing
- making sure staff know the early warning signs of poor mental health
- supporting staff who are struggling with their own mental health
- working with families and local services so help is easy to find

We encourage pupils and staff to talk about how they are feeling and to use the support described in this policy.

This policy has regard to the DfE guidance *Mental health and behaviour in schools*, *Promoting and supporting mental health and wellbeing in schools and colleges* (including the senior mental health lead role), *Keeping Children Safe in Education*, the *SEND Code of Practice*, the Equality Act 2010 and the school's duty of care to staff under health and safety law.

**HOW THIS POLICY IS PUT INTO PRACTICE**

The school's Mental Health and Wellbeing Action Plan turns this policy into a half-termly programme with clear ownership, monitoring and communication.

Its priorities for 2026–27 are the whole-school strategy and Mental Health Action Group, this policy, access to support and local signposting, parent engagement, pupil wellbeing monitoring, awareness events, staff CPD, and staff wellbeing.

The annual cycle is in Appendix 5. Actions are proportionate, achievable within existing school systems where possible, and revisited each half term rather than treated as one-off tasks.

**INTERNAL AND EXTERNAL SUPPORT OFFERS**

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At an internal level, we are able to offer the following support for mental health and wellbeing:

- individual and group emotion development sessions for targeted pupils
- social skills development sessions for targeted pupils
- check-ins with the class TA or teacher or other appropriate staff for targeted pupils and for when needs arise
- a stress risk assessment for staff, written in conjunction with line managers
- monthly teacher wellbeing drop-ins with senior mental health lead
- Phase Wellbeing Champions (staff) to support both staff and pupils

At an external level, we are able to offer the following:

- referrals to the Mental Health Support Team (MHST) for pupils
- MHST support for staff
- West Berkshire Promoting Inclusive Practice Service (PIPS) support
- referrals to Occupational Health for staff

**STAFF ROLES AND RESPONSIBILITIES:**

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| Role | Name |
|---|---|
| **Senior Lead for Mental Health (SMHL)** | Rhian Davey |
| **Designated Safeguarding Lead** | Jo Griffiths |
| **Deputy Safeguarding Leads** | Rhian Davey and Ceri Harding |
| **Wellbeing Governor** | Nina Hopkinson |

**All staff**

- are responsible for being aware of their own mental health and knowing their own signs and symptoms of poor mental health
- are responsible for informing SLT if they are struggling with their own mental health or wellbeing and need support to cope with their role or workload
- are responsible for supporting each other and informing relevant staff or SLT if they notice a colleague or pupil who is struggling with their mental health or wellbeing (see Appendix 1 for staff and Appendix 4 for pupils)
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**The Senior Lead for Mental Health**

Spurcroft has a Senior Lead for Mental Health. They act as a champion for mental health and wellbeing, working in conjunction with the senior leadership team. Their role is not to provide interventions, but to have a whole-school overview and to coordinate the school's approach to positive mental health and wellbeing. As endorsed by the Department for Education, they will:

- oversee the whole-school approach to mental health and wellbeing, including how it shows in behaviour policy, curriculum and pastoral support, and how staff, pupils and parents are supported and engaged
- support the early identification of pupils and staff showing signs of poor mental health
- hold half-termly surgeries with the MHST to discuss emerging needs and complete referrals where appropriate, and keep clear links to local services
- coordinate interventions delivered in school, monitor their outcomes, and give staff the confidence to work with pupils with mental health needs
- lead the MHAG and the Action Plan
- report to the Governing Board three times a year, alongside the Headteacher's Report
- Lead staff wellbeing provision, including regular drop-ins for staff, protected breaks and staff wellbeing monitoring.
- Keeps the website, calendar and communications up to date with wellbeing information and local directories.

**The Headteacher and Governing Board**

The Headteacher has overall strategic oversight and accountability for mental health and wellbeing, and ensures time, resources and training are available. The Governing Board, through the Wellbeing Governor, holds the school to account for this policy, receives the SMHL's reports and an annual summary of impact, and links wellbeing priorities to the School Development Plan.

**The Mental Health Action Group (MHAG)**

The MHAG brings together staff, pupil, parent and governor voice, meets every half term to review progress against the Action Plan and wellbeing data, and feeds into the School Development Plan.

**The DSL, DDSL, SENDCo and Inclusion Lead**

The DSL / DDSL responds to concerns where a child may be at risk of harm and works on early help and external referrals. The Inclusion lead/SMHL keeps the vulnerable pupil register up to date and works on referral pathways, and early help support The SENDCo ensures pupils with SEND receive appropriate wellbeing support and leads SEND-focused parent engagement and SEND-related CPD.

**Teaching staff**

Teaching staff are likely to be the first point of contact for parents who have concerns about their child's wellbeing or mental health, or may identify needs themselves in the classroom. In conjunction with parents, the SMHL and teachers will:

- log any wellbeing or mental health concerns about children in their care on CPOMS, and copy in the relevant leadership member and the SMHL
- communicate any concerns about individual children to parents and carers promptly, and record these conversations
- liaise with the SMHL on any children for whom a referral to the MHST or PIPS may be appropriate

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- complete any referral paperwork in a timely manner, adhering to deadlines
- liaise directly with the MHST or PIPS worker, where requested, for updates on work with an individual pupil
- implement any strategies or recommendations from interventions for pupils in school, and monitor and report on the impact of these

**Phase Wellbeing Champions,**

A Wellbeing Champion in each phase acts as a visible and approachable source of support for both pupils and staff, promoting positive wellbeing and helping to foster a supportive, caring culture within the phase.

**STAFF- PROCESSES, SUPERVISION AND SUPPORT**

**Induction for new staff**

As part of induction, all new staff are asked to complete a Wellness Action Plan and share it with their line manager during induction meetings. This creates an open dialogue, helps staff identify their own stresses, and lets line managers recognise signs that a staff member is struggling. Plans are revisited formally in performance management meetings and informally as needed in between.

**Supervision**

Staff roles within school need different levels of supervision. Its frequency and duration are adjusted to the complexity and caseload of the role and to other factors that could affect mental health. Any staff member can ask for additional support where their wellbeing is affected (Appendix 1). Supervision takes the following forms.

| Type and timing | Who is involved | Purpose |
|---|---|---|
| Debrief following a high-level behavioural incident that has required a pupil's suspension | Staff involved in dealing with the incident; staff directly affected (for example, hurt by a pupil); a member of SLT | To establish what was and was not effective and what can be learnt; to plan for the pupil's return and any support needed |
| Weekly supervision for DSL and DDSL | DSL, DDSL (Deputy Headteacher and SENCo assistant) | To discuss the family caseload and how it is managed; to discuss difficult cases and share ideas and feelings about them |
| Fortnightly supervision for staff working 1:1 with pupils | 1:1 staff member; SENDCo/SMHL | To discuss difficult or dangerous behaviour and how the staff member is managing this emotionally; to identify CPD or support needed; to share information relevant to the child's needs |
| Fortnightly supervision for teachers | Teacher, SENDCo/SMHL | To discuss difficult or dangerous behaviour and how the staff member is managing this emotionally; to identify CPD or support needed; to share information relevant to the child's needs |
| Fortnightly supervision for teaching assistants | TA. SENDCo/SMHL | To discuss difficult or dangerous behaviour and how the staff member is managing this emotionally; to identify CPD or support needed; to share information relevant to the child's needs |

**STAFF WELLBEING, WORKLOAD AND CPD**

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| Type and timing | Who is involved | Purpose |
|---|---|---|
| • Staff wellbeing is monitored through a baseline check-in and regular surveys (see Monitoring and evaluating), and we act on what staff tell us.<br>• Monthly teacher wellbeing drop-ins are available, with themes recorded anonymously where appropriate.<br>• TA breaks are given and protected.<br>• Staff CPD needs are identified each year, with protected time in the school day for training, including free online training, and champions (for example an Autism Champion) are developed.<br>• Workload, breaks and support are reviewed ahead of the end of the year. | | |

**HOW CAN STAFF SUPPORT THEIR OWN MENTAL HEALTH AND WELLBEING?**

Staff can proactively support their own wellbeing day to day. The charity Mind notes that self-care techniques and general lifestyle changes can help manage the symptoms of many mental health problems and may help prevent some problems from developing or getting worse.

Throughout the school we promote the **5 Ways to Wellbeing** (connect, be active, take notice, keep learning, give) for both staff and pupils as an evidence-based means of improving and supporting mental health and wellbeing. More support and advice is listed in Appendix 3.

**PUPILS- CURRICULUM AND SUPPORT**

**Teaching about mental health and wellbeing**

Teaching of mental health and wellbeing takes a cross-curricular approach. Children are taught about it in PSHE, PE, Computing (e-safety), whole-school assemblies, Science (keeping healthy) and RE. Wellbeing is mapped across RSHE, assemblies and enrichment, and agreed messages and resources are embedded across the phases.

**School Council**

Pupils in each class from Year 1- 6 are given opportunities to join the school council. Pupils are selected each term and changed each term. Their role is to:

- Provide pupils with a clear and meaningful voice in matters that affect their wellbeing and school life.
- Give pupils opportunities to share their views, ideas and concerns about mental health and wellbeing.
- Encourage pupils to contribute to school improvement and the development of wellbeing provision.
- Promote leadership, confidence, communication and responsibility among pupils.
- Ensure that a range of pupil voices are heard, including those of pupils who may need additional support.
- Help pupils develop an understanding of positive mental health, wellbeing and supportive relationships.
- Provide a link between pupils, staff and school leaders, ensuring pupil feedback is considered when planning provision.
- Encourage pupils to take an active role in creating a safe, inclusive and supportive school community

**Staff Wellbeing Champion**

- A Phase Wellbeing Champion will be identified in each phase to provide a visible and accessible point of contact for staff and pupils.
- Wellbeing Champions will be introduced to staff and children so that everyone understands who they are and how they can offer support**.**
- Posters and other appropriate signposting will be displayed around school to ensure pupils know who they can talk to if they have a wellbeing concern**.**
- Staff, including Teaching Assistants, will be made aware of the support available to them and how to access it**.**
- Wellbeing Champions will help promote a positive culture of openness, support and early identification of wellbeing concerns across the school.

**Awareness events**

Relevant national awareness dates are added to the school calendar year, prioritising issues relevant to our community. Messages are age-appropriate and inclusive and linked to assemblies, RSHE or enrichment, with resources shared with families.

**Identifying need and monitoring**

Staff stay alert to changes in a child's presentation. Signs can include:

- changes in mood or behaviour, or becoming withdrawn
- increased anxiety or reluctance to attend school
- unexplained physical complaints
- difficulties with friendships or regulation
- changes in attendance
- a significant life event, such as bereavement or family separation
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These signs can have many causes, including unmet SEND needs, so staff consider the whole picture.

We monitor pupil wellbeing in a simple, proportionate way through:

- pupil surveys or check-ins
- staff observations and information from parents
- attendance, behaviour and safeguarding information, reviewed together by the SMHL, DSL / DDSL and SENDCo
- a vulnerable pupil register with specific provision in place to meet needs of the specific child
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Findings are used to target support, and impact is reported to the MHAG and governors.

**Layers of support**

1. Universal: the curriculum, a positive ethos, trusted adults, School Council and Phase Wellbeing Champions, check-ins and calm, predictable routines.

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2. **Targeted:** Emotion development or social skill sessions, small-group or 1:1 support, adjusted routines and regular check-ins, with support from the SENDCo/Inclusion Lead. Support is planned, time-limited and reviewed.
3. Specialist: referral, with parents' agreement, to the Mental Health Support Team. PIPS and other services such as CAMHS, educational psychology, school health nursing or early help.
4.

Staff who have concerns about a child's mental health or wellbeing speak directly to the SMHL and follow the process in Appendix 4.

**Mental health and SEND**

Some children with additional needs are more at risk of developing mental health difficulties. This is considered in provision for pupils with SEND, and communication between parents and teachers is kept open, as some children may show mental health needs at home but not in school. Where appropriate, support is joined up and reflected in SEND support plans and appropriate SEND support plans.

**The Mental Health Support Team**

The MHST is an NHS service, part of a national Government initiative, that works with schools in our area including Spurcroft. It provides early, evidence-based support for concerns such as anxiety and low mood, through individual work, group work and support for parents and school staff. Referrals are made by the SMHL, with parents' agreement, usually following the half-termly surgery with the team. Staff can also ask the MHST for support for themselves.

**Promoting Inclusive Practice Service**

The school can access support from West Berkshire's Promoting Inclusive Practice Service (PIPS). The service provides trauma-informed and therapeutic support at whole-school, group and individual levels, helping staff to understand pupils' emotional and behavioural needs and develop appropriate strategies and support plans. It works alongside other professionals and services to promote inclusive, emotionally safe environments in which children can thrive

**Safeguarding and confidentiality**

Mental health concerns can be a safeguarding concern. Where a child may be at risk of harm, staff follow the Safeguarding and Child Protection Policy and inform the DSL/DDSL immediately. Staff never promise absolute confidentiality: information is shared on a need-to-know basis, and children are told in age-appropriate language who will be told and why. Records are held securely.

**Working with parents and carers**

We work in partnership with families, who know their children best. We will:

- publish this policy and a clear wellbeing section on the school website, and signpost it in newsletters
- run parent workshops and coffee mornings through the year, including SEND-focused, EYFS-focused and sessions on emotional wellbeing
- ask for parents' views through questionnaires and feedback, and use them to plan the next year's sessions
- contact parents promptly and sensitively when we have a concern, and listen to what they tell us
- share a directory of local support (see Local services and signposting)

If you are worried about your child, speak to their class teacher first. You can also contact the Senior Leadership Team or Senior Mental Health Lead, Rhian Davey.

**Local services and signposting**

The SMHL and DSL/DDSL maintain a directory of local and national services, shared with staff and parents and held in a clear section of the school website. Links and contact details are checked each half term and the directory is refreshed annually, with use and feedback reviewed to identify gaps. Staff and families are reminded of the support available before the summer break.

**Transition**

We plan transition wellbeing support and resources from Summer 1, share relevant information with receiving settings and teachers, offer extra support to pupils who may find change harder, and continue staff drop-ins with end-of-year wellbeing support.

**MONITORING AND EVALUATING:**

- Progress against the Action Plan is reviewed at the end of each half term through SLT and MHAG check-ins, recording actions completed, actions carried forward and new priorities.
- In addition to meetings between the SMHL, Headteacher and Wellbeing Governor, staff wellbeing is monitored through termly staff surveys with the Mental Health Support Team. Results are shared openly with staff.
- Staff, pupil and parent feedback, wellbeing data, survey and check-in findings and intervention outcomes are used to evaluate impact.
- Evidence of implementation is audited in Summer 1, with an annual review in Summer 2. An annual summary goes to governors and informs the School Development Plan and next year's Action Plan.
- This policy is reviewed annually, or sooner if guidance or circumstances change.

## Appendix 1: Reporting mental health and wellbeing concerns for staff

| A staff member identifies a concern with **their own** wellbeing or mental health | A staff member identifies a concern with **a colleague's** wellbeing or mental health |
|---|---|
| Discuss with their line manager if they feel comfortable. Alternatively, discuss with the Senior Mental Health Lead (SMHL). | Discuss with the staff member's line manager or the SMHL. |

If the staff member has a Wellness Action Plan (completed at induction), it is revisited with the line manager and appropriate actions agreed. If they do not have one, it is completed together and then actions are agreed.

Actions may include these **internal** support offers:

- the West Berkshire Stress Management document, completed to identify key stressors and actions to reduce them
- reasonable adjustments to the working environment or day, for example working from home during PPA time

and these **external** support offers:

- referral to Occupational Health
- Staff can also access resources from Education Support.

Once actions are in place, the SMHL (or another appropriate staff member) meets the staff member every three weeks, or at agreed intervals, to check in and assess whether the actions are working. Where needed, further action is taken. At an appropriate and agreed time, the action plan or external support can be removed, and the staff member continues to be supported half-termly through their Wellness Action Plan by their line manager. At any point the process can begin again if needed.

### Appendix 2: Resources to support mental health and wellbeing

- Education Support: resources for individuals
- Mind: self-care
- DfE Education Staff Wellbeing Charter
- Anna Freud Centre peer mentoring resources
- 5 Ways to Wellbeing
- Local services directory on the school website

### Appendix 3: Process when a member of staff has a concern about a pupil

5. **Notice and listen.** Respond calmly and kindly, listen without judgement and do not promise confidentiality.
6. **Record.** Log the concern factually and promptly on CPOMS, using the child's own words where possible, and copy in the relevant leadership member and the SMHL.
7. **Share.** Tell the SMHL, DSL or DDSL the same day. If a child may be at risk of harm, follow the Safeguarding and Child Protection Policy and inform the DSL immediately.

8. **Plan.** The SMHL, DSL / DDSL and SENDCo agree a proportionate plan with the class teacher, and the teacher speaks to the parent or carer unless that would put the child at risk. Consider in school emotion intervention work, MHST or PIPs referral.
9. **Support and review.** Put the plan in place, review it at agreed points, and consider onward referral if progress is not made.

In an emergency, follow safeguarding procedures and call 999 where needed.

**Appendix 4: Annual cycle of implementation (2026–27)**

| Half term | Key focus |
|---|---|
| **Autumn 1** | Confirm SMHL and establish or refresh the MHAG and its terms of reference; review and update this policy and publish it; develop the local services directory; nominate and introduce Phase Wellbeing Champions; identify CPD needs; set up monthly teacher drop-ins; review TA breaks; agree the pupil wellbeing monitoring approach; carry out the staff wellbeing baseline; start the parent programme with a SEND session and questionnaire; add awareness dates to the calendar. |
| **Autumn 2** | Promote the policy and directory to staff and parents; EYFS-focused parent session; introduce champions to staff and parents; first awareness activities; begin pupil check-ins or surveys; review staff wellbeing themes; embed agreed wellbeing messages across phases. |
| **Spring 1** | Gather feedback on implementation from staff, pupils and parents; second SEND parent session; review directory use; targeted CPD; MHAG reviews wellbeing data; review pupil voice and adapt provision; repeat staff check-in. |
| **Spring 2** | Address any gaps and update practice; refresh the directory and referral pathways; next EYFS or family wellbeing session; review the champion role; strengthen calm environments and transition arrangements. |
| **Summer 1** | Audit evidence of implementation; remind families of support before summer; parent session on transition or emotional wellbeing; plan summer awareness events; refresher CPD; review wellbeing data and transition needs; review workload and breaks. |
| **Summer 2** | Annual review and agree priorities for next year; evaluate parent programme, CPD, champions, drop-ins and TA breaks; annual summary to governors; feed into the School Development Plan. |