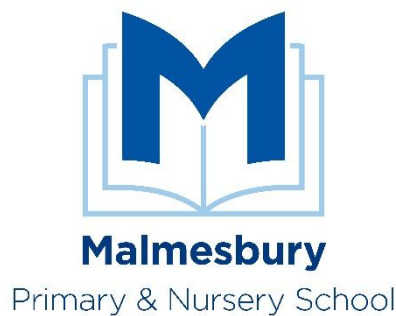


Malmesbury Primary School



Mental Health and Wellbeing Policy - Pupils

Prepared by	Stephen Donegan
Committee responsible	Standards
Date ratified by Governors	July 2026
Date for review	July 2027
Signed (Chair of Governors)	
Signed (Headteacher)	

Policy statement

At Malmesbury, we are committed to supporting the mental health and wellbeing of our students and aim to ensure this policy aligns with the [Department for Education and Office for Health Improvement & Disparities guidance](#) on the 8 principles of a whole school approach to mental health and wellbeing:

- an ethos and environment that promotes respect, and values diversity
- leadership and management that supports and champions efforts to promote emotional health and wellbeing
- staff development to support their own wellbeing and that of pupils and learners
- curriculum teaching and learning to promote resilience and support social and emotional learning
- enabling student voice to influence decisions
- identifying the need for and monitoring the impact of interventions
- targeted support and appropriate referral
- working with parents and carers

Children's education is an important determinant of health and ensures that children develop the knowledge, skills and attributes they need for mental, emotional, social and physical wellbeing throughout life. [A Department for Education report](#) has found that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. In addition, children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.

Our ethos is supportive, caring, and respectful. We encourage students and staff to be open and feel that their voice has been heard. We know that everyone experiences different life challenges, and we endeavour to ensure that children and staff are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it.

Scope

This policy should be read in conjunction with our SEND policy and Data Protection Policy. This policy should also be read in conjunction with our PSHE policy and alongside our Safeguarding and Child Protection Policy

Lead members of staff

Lucy Rivaldi- SENDCo, Senior Mental Health Lead and Designated safeguarding officer

Michelle Cavanagh- Designated safeguarding officer

Jemma Gibson- Designated safeguarding officer

Stephen Donegan- Designated safeguarding officer
Catherine Boylan- Family Support Worker
Carley Waters- Emotional Literacy Support Assistant

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. We use the PSHE Association guidance to ensure that we teach emotional wellbeing issues in a safe and sensitive manner - please see the PSHE policy document for further information.

Targeted support

The school will offer support through targeted approaches, based on need, for individual pupils or groups of pupils which may include:

- Circle time
- Managing feelings resources e.g. "worry monsters"
- ELSA support
- Therapeutic activities including play therapy and Lego therapy
- Support of outside agencies eg. 'Off The Record'
- Family Support Worker

The school will make use of resources to assess and track wellbeing as appropriate including:

- Emotional Wellbeing scales
- End of term progress meetings

Identifying needs and warning signs

The importance of promoting mental health awareness and the destigmatising of mental health concerns are addressed across our school PSHE curriculum and via our pastoral care provision. School also strives to emphasise the means of prevention and early intervention, as well as strategies to build resilience and develop coping skills to manage mental health concerns for children, parents and staff.

Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school. This includes:

- Change in attendance and/or punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behavioural patterns
- Family circumstances

- Recent bereavement
- Health indicators

Early warning signs

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. This includes how to access further support, both inside and outside of school hours.

All staff will be made aware of the EAP available to them and the following links provides information about services within Merton and Sutton which share information about services, providing support for children with special educational needs and for young people struggling with their mental wellbeing.

Merton:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Sutton: https://www.sutton.gov.uk/info/200611/suttons_local_offer

Working with parents

We firmly believe that a close working relationship with parents is vital in order to support:

- early and accurate identification and assessment, leading to appropriate intervention and provision
- continuing social and academic progress of children
- targets are set and met effectively

In cases where more frequent contact with parents is necessary, it will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil requires further support, parents / carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with

external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Working with other agencies

Malmesbury Primary School invites and seeks advice and support from external agencies. This might include liaising with:

- The school nurse
- Paediatricians
- CAMHS
- Counselling services
- Therapists
- Family support workers
- Behavioural support workers
- Educational Psychologists
- Off the Record (Mental Health Charity)