



St Michael's
C.E. Primary School

Pupil Mental Health and Wellbeing Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

1. Aims

At St Michael's CE Primary School, we are committed to promoting and supporting the mental health and wellbeing of all pupils. Guided by our school vision, Courage to Flourish in the Love of God, we aim to create a safe, inclusive and nurturing environment in which every child feels valued, listened to and supported to thrive.

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

- Set out the school's approach to promoting positive mental health and wellbeing for all pupils.
- Clarify the role of staff in supporting pupils' mental health and wellbeing and in creating an inclusive culture where pupils feel safe and confident to talk about their feelings and experiences.
- Support staff to identify and respond appropriately to early signs that a pupil may be experiencing difficulties with their mental health or emotional wellbeing.
- Ensure that pupils and their parents or carers understand the support available within school and how additional support can be accessed where needed.
- Promote a whole-school approach in which mental health and wellbeing are embedded within the curriculum, pastoral support, safeguarding practice and wider school life.

This policy has been developed as part of the school's whole-school approach to mental health and wellbeing and reflects the contributions of senior leaders, the Senior Mental Health Lead, the SENDCO, the Designated Safeguarding Lead and other relevant staff.

This policy should be read alongside the following policies:

- SEND Policy
- Positive Relationships and Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Relationships and Sex Education (RSE) Policy

2. Legislation and guidance

This policy has been developed with regard to relevant legislation and statutory guidance, including:

- The Equality Act 2010
- The Data Protection Act 2018 and UK GDPR
- The Children and Families Act 2014
- The Education Act 2002
- Keeping Children Safe in Education
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Promoting children and young people's mental health and wellbeing: a whole school or college approach

- Articles 3 and 23 of the United Nations Convention on the Rights of the Child (UNCRC)

The school will ensure that its approach to pupils' mental health and wellbeing reflects its duties relating to safeguarding, equality, inclusion, confidentiality and support for pupils with special educational needs and disabilities.

3. Roles and responsibilities

All staff have a responsibility to promote positive mental health and wellbeing and to contribute to a safe, inclusive and supportive school culture. Staff should be alert to changes in a pupil's behaviour, presentation, attendance, relationships or emotional wellbeing that may indicate they need additional support.

Any concerns about a pupil's mental health or wellbeing should be shared promptly with the Designated Safeguarding Lead (DSL), in line with the school's safeguarding and reporting procedures. The Senior Mental Health Lead, SENDCO and other relevant professionals may then be involved as appropriate.

Key responsibilities are held by:

- Headteacher – has overall responsibility for ensuring that mental health and wellbeing are prioritised across the school and that appropriate systems, resources and support are in place.
- Designated Safeguarding Lead (DSL) – leads the school's response where mental health concerns may be linked to safeguarding, risk of harm or wider vulnerability.
- Special Educational Needs and Disabilities Coordinator (SENDCO) – oversees support for pupils whose mental health or emotional needs may be linked to, or form part of, their special educational needs.
- Senior Mental Health Lead – leads the school's whole-school approach to mental health and wellbeing, supports staff development and helps coordinate appropriate provision and intervention.
- Attendance Lead – monitors patterns of attendance and absence that may be linked to mental health or emotional wellbeing and works with pupils, families and relevant professionals to provide support.

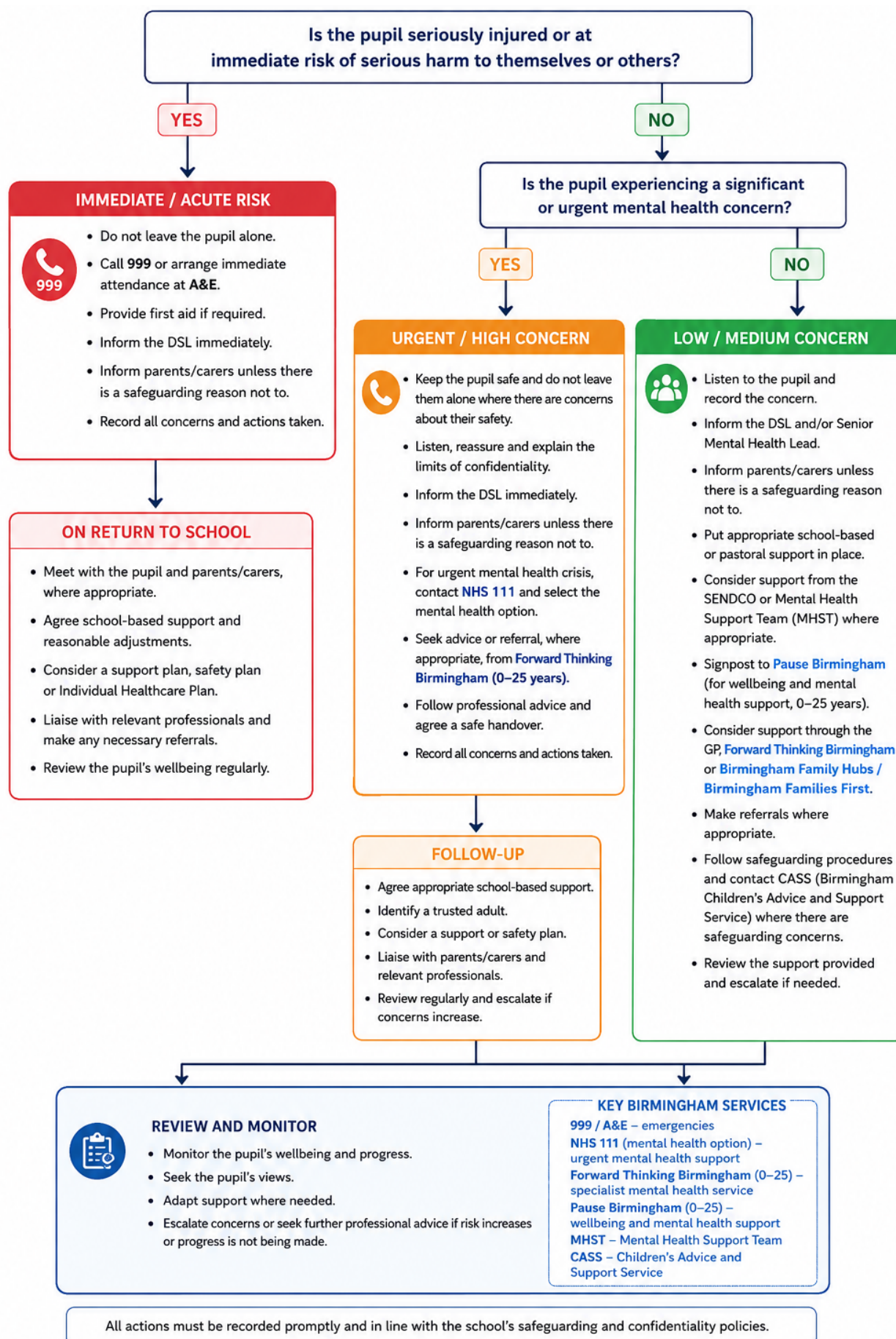
These roles work collaboratively to ensure that concerns are identified early, support is appropriately coordinated and pupils and families are able to access further help where needed.

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

St Michael's CE Primary School recognises that a pupil experiencing a mental health crisis requires a prompt, calm and appropriate response. The immediate priority will always be to ensure the pupil's safety and wellbeing. Staff must take all concerns seriously, provide reassurance, and inform the Designated Safeguarding Lead (DSL) without delay.

The response will be proportionate to the level of concern and may include emergency action, urgent specialist support, school-based intervention or referral to appropriate Birmingham services. Parents and carers will be involved unless there is a safeguarding reason not to do so. All concerns, decisions and actions must be recorded promptly and managed in line with the school's safeguarding and confidentiality procedures.

The following flowchart sets out the procedure staff should follow:



5. Warning signs

All staff should be alert to changes in a pupil's behaviour, presentation or circumstances that may indicate a decline in their mental health or emotional wellbeing. A single sign may not necessarily indicate a mental health concern, but changes that are significant, persistent or out of character should be taken seriously.

Warning signs may include:

- Changes in mood, energy levels, eating or sleeping patterns.
- Changes in behaviour, engagement in lessons or academic attainment.
- Changes in personal hygiene or appearance.
- Social withdrawal or isolation.
- Poor or declining attendance and punctuality.
- Expressing feelings of hopelessness, anxiety, worthlessness or failure.
- Significant or rapid weight loss or gain.
- Increased secrecy or unusual changes in behaviour.
- Covering parts of the body that were not previously covered.
- Reluctance to participate in PE or concerns around changing clothes.
- Physical pain, headaches or nausea with no obvious cause.
- Injuries that may be self-inflicted.
- Talking or joking about self-harm, suicide or not wanting to be alive.
- Substance or alcohol misuse, where relevant.

Staff should not attempt to diagnose a mental health condition. Any concerns should be recorded and shared promptly with the DSL and/or Senior Mental Health Lead, in line with the school's safeguarding procedures. Concerns relating to self-harm, suicidal thoughts or immediate risk must be acted upon without delay.

6. Managing disclosures

If a pupil makes a disclosure about themselves or another pupil, staff should remain calm, listen carefully and respond in a non-judgemental and reassuring manner. The immediate focus should be on the pupil's emotional and physical safety.

Staff should not investigate, ask leading questions or attempt to diagnose the pupil's needs. They should listen, clarify only where necessary, and explain that information cannot be kept secret if there is a concern about safety or wellbeing.

All concerns must be passed promptly to the Designated Safeguarding Lead (DSL) and recorded on CPOMS in line with the school's safeguarding procedures.

Records should include:

- The name of the staff member making the record.
- The name of the pupil or pupils involved.
- The date, time and location of the disclosure.
- The context in which the disclosure was made.

- The pupil's own words, wherever possible.
- Any questions asked or clarification sought.
- Any immediate support or action taken.
- Who the concern was passed to and when.

7. Confidentiality

Staff will not promise a pupil that a disclosure will be kept secret. Instead, they will explain the limits of confidentiality clearly and sensitively. Pupils will be reassured that information will only be shared with those who need to know in order to keep them safe and provide appropriate support.

Disclosures and concerns will usually be shared with the Designated Safeguarding Lead (DSL). Information will only be shared with other staff or external professionals on a need-to-know basis.

Where appropriate, staff will explain to the pupil:

- Who the information will be shared with.
- What information will be shared.
- Why the information needs to be shared.

Staff will seek the pupil's agreement where appropriate, but the pupil's safety and welfare will always take priority.

Parents/carers will normally be informed and involved in supporting the pupil. However, where there is a safeguarding concern, or where informing a parent/carer may place the pupil at increased risk, the school will follow its Child Protection and Safeguarding Policy and seek advice from the DSL.

7.1 Process for managing confidentiality around disclosures

1. The pupil makes a disclosure.
2. The member of staff listens, reassures and provides appropriate support.
3. The member of staff explains the limits of confidentiality and why the information may need to be shared.
4. Where appropriate, the pupil will be informed about how and why the information needs to be shared. Their views will be taken into account but safeguarding and welfare considerations will take priority.
5. The disclosure is recorded and shared promptly with the DSL.
6. Parents/carers are informed where appropriate and safe to do so.
7. Relevant staff or external professionals are informed on a need-to-know basis.

8. Supporting pupils

8.1 Baseline Support for All Pupils

As part of our whole-school approach to mental health and wellbeing, all pupils have access to universal support. This includes:

- A planned PSHE and RSE curriculum that teaches pupils about emotions, relationships, resilience, healthy lifestyles and where to seek help.

- Regular opportunities through collective worship, assemblies and themed events to explore mental health and wellbeing.
- A safe and inclusive school culture in which pupils are encouraged to talk about their feelings and seek help.
- Access to trusted adults and pastoral support.
- Use of age-appropriate strategies such as check-ins, circle time and calm spaces.
- Opportunities for pupil voice and feedback about wellbeing and school life.
- Early identification of concerns through staff observation, attendance monitoring, safeguarding systems and communication with families.
- Senior Mental Health Lead who provides strategic oversight of the school's approach to mental health and wellbeing.
- Signposting to appropriate sources of advice and support for pupils and families.

8.2 Assessing What Further Support Is Needed

Where a pupil is identified as needing additional support, the school will use a graduated Assess, Plan, Do, Review approach, where appropriate. The Senior Mental Health Lead, DSL, SENDCO and other relevant staff will work together, as appropriate, to:

- Assess the pupil's needs and any factors affecting their wellbeing.
- Plan appropriate support and intended outcomes.
- Do by putting the agreed support in place.
- Review the impact of the support and adapt or escalate it where necessary.

The pupil's views and the views of parents/carers will be considered wherever appropriate.

8.3 Internal Mental Health and Wellbeing Support

Support will be tailored to the needs of the individual pupil and may include:

- Regular check-ins with a trusted adult.
- Pastoral or nurture support.
- Small-group or individual interventions.
- Emotional literacy and self-regulation support.
- Access to a calm or safe space.
- Reasonable adjustments within the classroom.
- Support with friendships, transitions or attendance.
- Individual support or safety plans.
- Targeted support from the SENDCO or other trained staff.
- Access to counselling, therapeutic support or other specialist interventions, where appropriate, delivered by suitably qualified or trained professionals.

The support provided will be reviewed regularly and adjusted according to the pupil's needs.

8.4 Individual Healthcare Plans

An Individual Healthcare Plan (IHP) may be put in place where a pupil has a medical or mental health condition that requires specific arrangements to support their health, safety, wellbeing and access to education.

IHPs will be developed in collaboration with the pupil, where appropriate, their parents/carers and relevant health or other professionals. They may include:

- The pupil's condition and any known triggers, signs or symptoms.
- The pupil's individual needs.
- The support and adjustments required.
- Any medication or treatment arrangements.
- The staff responsible for providing support.
- Information that relevant staff need to know.
- Arrangements for managing an emergency.

Not every pupil experiencing a mental health difficulty will require an IHP. Other forms of support planning may be more appropriate depending on the pupil's needs.

8.5 External Referrals and Support

Where a pupil's needs cannot be fully met through the school's internal provision, the school will work with parents/carers and relevant professionals to access further support. This may include:

- The pupil's GP or paediatric services.
- Forward Thinking Birmingham.
- Pause Birmingham.
- Mental Health Support Teams (MHSTs), where available.
- NHS 111 mental health support for urgent concerns.
- Birmingham Family Hubs/Birmingham Families First.
- Birmingham Children's Advice and Support Service (CASS) where there are safeguarding concerns.
- Appropriate counselling, therapeutic or specialist services, including support from qualified counsellors, therapists or other mental health professionals where this is identified as appropriate to the pupil's needs.

Where a pupil is receiving support from a counsellor, therapist or other external professional, the school will work collaboratively with the pupil, parents/carers and professional, where appropriate. Relevant information will be shared on a need-to-know basis and in accordance with safeguarding, confidentiality and data protection requirements. School-based support and reasonable adjustments will continue alongside specialist intervention where required.

The school will support referrals, provide relevant information where appropriate and continue to support the pupil in school while external support is being accessed.

9. Supporting and collaborating with parents/carers

We recognise that parents and carers play a vital role in supporting their child's mental health and wellbeing. The school will work in partnership with families by:

- Encouraging parents/carers to share relevant information about their child's mental health and wellbeing.
- Informing parents/carers of concerns identified by the school, unless there is a safeguarding reason not to do so.
- Working together to understand the pupil's needs and agree appropriate strategies and support.
- Signposting families to appropriate information, local services and sources of support.
- Providing guidance on how parents/carers can support positive mental health and wellbeing at home.
- Keeping families informed, where appropriate, about relevant learning through the PSHE and RSE curriculum.
- Maintaining open communication and reviewing support together.

Where significant concerns are identified, the school will aim to discuss these with parents/carers sensitively and, where appropriate, in person. Families will be given time to ask questions, reflect on the information shared and contribute to agreed next steps.

A clear record will be made of significant discussions, actions and agreed support. Where appropriate, an Individual Healthcare Plan, support plan or safety plan may be developed in collaboration with the pupil, parents/carers and relevant professionals.

Where informing a parent/carer may place a pupil at increased risk, the school will follow its Child Protection and Safeguarding Policy and seek advice from the DSL before sharing information.

10. Supporting peers

Seeing a friend experience poor mental health can be difficult and may affect a pupil's own wellbeing. Pupils should never feel responsible for managing another pupil's mental health or keeping concerns secret.

Where appropriate, the school will provide support to pupils who have been directly or indirectly affected by another pupil's mental health difficulties. This will be considered on a case-by-case basis and may include:

- Reassurance and opportunities to talk with a trusted adult.
- Guidance on how to be a supportive friend while maintaining appropriate boundaries.
- Clear advice about when and how to seek help from an adult.
- Support to recognise concerning changes or warning signs.
- Guidance on what to avoid saying or doing.
- Signposting to appropriate sources of support.

Staff will be mindful of confidentiality and will not share personal information about another pupil unless it is necessary and appropriate to do so.

11. Signposting

Information about mental health and wellbeing support is made available to pupils and parents/carers through the school website, displays, newsletters, curriculum activities and direct communication with families.

The Senior Mental Health Lead, alongside the DSL, SENDCO and other relevant staff, can provide further information about support available within school and through local or specialist services.

The school will signpost pupils and families, where appropriate, to services including:

- Pause Birmingham
- Forward Thinking Birmingham
- Mental Health Support Teams (MHSTs)
- NHS 111 mental health support for urgent concerns
- GP and health services
- Birmingham Family Hubs/Birmingham Families First
- Other appropriate local or national mental health and wellbeing organisations

Pupils are also regularly reminded, through the curriculum and wider school life, who they can speak to in school if they are worried about themselves or someone else.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

Mental health and emotional wellbeing are taught through our PSHE and RSE curriculum as part of a planned and progressive whole-school approach.

Pupils are taught, in an age-appropriate way, to:

- Recognise and name a range of emotions.
- Understand factors that can affect mental health and wellbeing.
- Develop healthy coping strategies and ways to manage emotions.
- Build resilience and positive relationships.
- Challenge misconceptions and reduce stigma around mental health.
- Recognise when they or someone else may need help.
- Know how and where to seek support.
- Keep themselves and others safe.

Further information can be found within the school's PSHE and RSE curriculum.

12.2 Creating a positive atmosphere around mental health

The school promotes an open, supportive and inclusive culture in which mental health can be discussed without stigma. Staff will:

- Talk positively and appropriately about mental health and wellbeing.
- Encourage pupils to seek help when they are worried about themselves or others.
- Ensure pupils know who they can speak to in school.

- Model respectful, supportive and non-judgemental language.
- Challenge stigma, misconceptions and inappropriate language about mental health.
- Create safe opportunities for pupils to express their feelings and views.
- Promote a strong sense of belonging, inclusion and connection across the school community.

Mental health and wellbeing are also promoted through collective worship, assemblies, pastoral support, pupil voice, enrichment opportunities and wider school life.

13. Training

All staff will receive appropriate training and guidance to help them:

- Understand pupils' mental health and wellbeing needs.
- Recognise possible warning signs of deteriorating mental health.
- Know how to respond to a disclosure or concern.
- Understand the school's procedures for recording and reporting concerns.
- Know when and how to seek support from the DSL, Senior Mental Health Lead, SENDCO or external services.

Mental health and wellbeing will form part of the school's ongoing programme of staff induction, safeguarding updates and continuing professional development (CPD). Additional training will be provided where needs are identified, including training linked to specific pupils, emerging priorities or changes in local and national guidance.

The Senior Mental Health Lead will support the development of staff knowledge and confidence and help ensure that practice remains consistent across the school.

14. Support for staff

We recognise that supporting pupils who are experiencing mental health difficulties can affect staff members' own wellbeing. The school is committed to creating a supportive working environment in which staff wellbeing is taken seriously.

Support for staff may include:

- Access to appropriate guidance and support from senior leaders, the DSL and Senior Mental Health Lead.
- Opportunities to debrief following particularly difficult or distressing situations.
- Access to supervision or professional support where appropriate.
- Reasonable support and signposting for staff experiencing difficulties with their own mental health or wellbeing.
- Ongoing training to build staff confidence in responding to pupils' mental health needs.
- Access to the school or Trust's Employee Assistance Programme and occupational health support, where available.

Staff are encouraged to seek support at an early stage and to raise any concerns about the impact of their role on their own wellbeing.

15. Monitoring arrangements

This policy will be reviewed annually by the Senior Mental Health Lead, in consultation with the Headteacher, DSL and SENDCO, or sooner where there are changes to legislation, statutory guidance, local procedures or the needs of the school.

At each review, the policy will be approved by the Local Academy Board.