Castle Camps C. of E. (V.C.) Primary School

Policy for
Children's Mental Health & Well-Being

Date Approved by the Governing Body: 28th September 2026
Date for Review: September 2027

CASTLE CAMPS C OF E (VC) PRIMARY SCHOOL

CHILDREN'S MENTAL HEALTH & WELL-BEING POLICY

Policy statement

At Castle Camps Primary School, we promote the mental health and wellbeing of every child through a welcoming, caring ethos underpinned by our Christian values. We believe every pupil should feel safe, valued, included and able to ask for help.

Mental health is everyone's responsibility. Our approach combines a supportive school culture, high-quality teaching about emotions and relationships, early identification of needs, involvement of families and timely access to additional support. Mental health needs are never treated as a disciplinary matter in themselves.

Our whole-school approach

We promote positive relationships, belonging, pupil voice, play, physical activity, participation and achievement. Teaching through PSHE, relationships and health education and the wider curriculum helps pupils understand emotions, friendships, resilience, online influences, help-seeking and respect for others.

Our therapeutic and restorative approach to behaviour aims to understand the needs behind behaviour while maintaining clear boundaries. Staff use consistent, calm responses and consider the effects of SEND, disability, trauma, bereavement, family circumstances and other barriers to learning.

Everyday provision

Classes provide predictable routines and opportunities to share worries. Staff encourage children to talk to trusted adults, make use of agreed pastoral and pupil-voice opportunities and take part in school life. The school may use class check-ins, buddy and peer-support approaches, school council, collective worship and other activities where these form part of current school practice.

Staff notice changes in attendance, engagement, friendships, sleepiness, appetite, mood, behaviour or self-care. These signs prompt curiosity and appropriate support; they are not used to diagnose a mental health condition.

Identifying and responding to need

Concerns may be raised by a pupil, parent or carer, member of staff or professional. The class teacher is usually the first point of contact for everyday concerns and works with the SENCo/mental health lead where additional support may be needed. Staff record concerns through the school's agreed secure system and share only what is necessary.

Where a concern indicates possible abuse, neglect, exploitation or risk of significant harm, staff follow the safeguarding and child protection policy immediately and inform the DSL. If a child appears at immediate risk of serious injury or suicide, seek emergency help, ensure the child is supervised and alert the DSL without delay.

Where needs are persistent or complex, staff work with pupils and families to agree support, assess the role of SEND and reasonable adjustments, and consider early help or referral to the appropriate local health or mental health service.

Targeted and specialist support

Individual arrangements may include a trusted-adult check-in, a one-page profile, support with arrival or transitions, small-group work, reasonable adjustments, pastoral interventions, a behaviour support plan or an appropriate risk management plan. Plans are proportionate, reviewed and developed with pupils and families where appropriate.

When specialist advice or treatment is required, the school works with parents and carers and relevant services, including the local authority, early help, school nursing and NHS mental health pathways. Access routes and named services may change, so current referral arrangements are used.

Working with parents and carers

Parents and carers are welcome to discuss concerns with the class teacher or senior staff. We communicate sensitively, listen to the family's perspective and involve parents in support planning whenever appropriate. Confidentiality and the child's wishes are considered alongside safeguarding duties.

Information about local support, school activities and the teaching of mental health is made accessible through ordinary school communication channels.

Safeguarding, inclusion and confidentiality

Staff must not promise secrecy if a child discloses a safety concern. A child's mental health needs may be linked to bullying, attendance, discrimination, online harm, domestic difficulties or exploitation. Staff follow the school's safeguarding, behaviour, anti-bullying, attendance, SEND and equality arrangements.

Pupils are not stigmatised or excluded from ordinary opportunities because of a diagnosis or mental health need. Any necessary health information is handled securely and shared on a need-to-know basis.

Staff development and monitoring

Staff receive suitable safeguarding and mental health awareness training and know how to access advice. The Headteacher and designated lead monitor themes, evaluate support and report appropriately to governors, without revealing unnecessary personal information. This policy is reviewed annually and alongside current DfE guidance.

Related policies and guidance

This policy should be read alongside the school's current safeguarding, health and safety, equality and other relevant operational policies. Staff follow the versions in force and seek advice from the Headteacher or designated lead when necessary.

School policy documents: https://www.castlecampsschool.co.uk/resources-policies-1/

DfE school mental health and wellbeing guidance: https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges

Keeping Children Safe in Education 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DfE relationships and health education guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education