



# Mental Health and Wellbeing Policy



September 2025

**Date written:** September 2025

**Date for review:** September 2026

Author: Carla Robinson, Assistant Headteacher  
Convention on the Rights of the Child Articles that this policy links to: 12, 19, 24, 28, 34



As a Rights Respecting School, this policy links with many of the articles from the Unicef convention on the rights of the child. Some key ones are listed below.

Article 12 – Children have the right to give their opinion and their views must be taken seriously.

Article 19-Every child has the right to be safe.

Article 24-Every child has the right to be healthy.

Article 28 – Every child has the right to an education.

Article 34- Every child has the right to privacy of their body.

At Grafton Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported or signposted to access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

With the recent lockdowns due to Covid, we are very aware that this is likely to have a negative effect on the mental health and wellbeing of some children, staff and families. We aim to support all of our school community by having an open door policy where anyone can discuss their concerns, developing early identification of potential needs and by providing signposting to appropriate services where needed.

### **Definition of mental health and wellbeing**

We use the World Health Organisation's definition of mental health and wellbeing "*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*".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately



- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.
- Learn and achieve.

## Aims of the Policy

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

## Whole school Approach

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This includes:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

## Supporting Children's Positive Mental Health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:



#### *Class activities*

- Establishing and promoting positive relationships within the classroom
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Jigsaw PSHE scheme of work
- Circle Time Activities
- Mindfulness activities.

#### *Whole school*

- Displays and information around the School about positive mental health and where to go for help and support
- Campaigns and assemblies to raise awareness of mental health
- Rights Respecting School
- Celebration assemblies each week
- *The Hub* is available for children to drop into if they need to speak to a learning mentor about any concerns.

#### *Small group/Individual activities*

- Nurture groups
- Learning Mentors are available to support targeted children
- Friendship Club
- School Counsellor is used to support targeted individuals
- Thrive to support children with SEMH needs
- Ark provision caters for children with complex needs ensuring that their wellbeing is prioritised.

#### *Transition programmes*

- Transition Programme to secondary schools which includes vulnerable children having a staff mentor to support a smooth transition to secondary school.

## **PSHE Curriculum**

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.



### **EYFS & Key Stage 1 children learn:**

- To recognise, name and describe feelings
- Simple strategies for managing feelings
- Empathy and understanding other people
- Recognise what makes them special and valuing themselves
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- Who they can go to if they feel worried
- About different types of bullying and why it is wrong.

### **Key Stage 2 Children Learn:**

- Understanding and describing a range of feelings and their intensity
- Making safe decisions
- About resilience
- How to empathise and support others
- About change, including transitions
- About the consequences of discrimination and bullying
- How to respond to bullying and how to get help
- About the importance of speaking to someone and getting help if they have a problem.

### **Identifying and supporting children with mental health needs**

- Provide a safe environment where children are able to express themselves and are listened to
- Identify appropriate support for children based on their needs
- Work with outside agencies where necessary e.g. CAHMs, Children's Services, Counselling, Mentoring, Early Help etc.
- Work with parents/carers and families to target the appropriate support both inside and outside of school
- Monitor, review and evaluate the support children receive.

### **Supporting staff**

- The school is dedicated to supporting staff wellbeing. Supportive measures have been put into place to ensure that staff wellbeing is considered. This includes wellbeing days, reviews of planning and marking policies to encourage work/life balance, staff wellbeing raffles etc
- Staff are aware of our open door policy and have also been made of the Employee Wellbeing Programme that is available to support them. Posters are



displayed around the school in staff areas and this is discussed with staff during return to work meetings after a period of absence.

**Employee Welfare line – 0800 358 4858/ 0330 332 9980**

- Staff are aware of who the Mental Health First Aiders are and where to locate them if needed.

**Carla Robinson – Inclusion Office**

- Occupational health referrals can be made for staff if required.

This policy should be read in conjunction with other policies, including, but not restricted to:

- PSHE Policy
- Child Protection Policy
- Anti-Bullying Policy