



Brentfield Primary School

Children of Today, Champions for Tomorrow

Mental Health Policy

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Governor Responsible	Ms. M. Ninvalle
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Next Review Date	February 2027

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1. Policy Statement

Recent data from NHS Digital (2023) indicates that approximately 1 in 5 children aged 8–16 are likely to experience a probable mental health disorder. This means that, on average, one or two children in every classroom may be affected.

Mental health issues can influence a pupil's emotional wellbeing, social development, and educational attainment.

At Brentfield Primary School, we are committed to promoting positive mental health for every member of our school community, including pupils, staff, families, and governors. Through clear policies, procedures, and a whole-school approach, we strive to create a safe, supportive, and inclusive environment for all who are affected, directly or indirectly, by mental health challenges.

We recognise that everyone faces life challenges and that anyone may require additional emotional support at times. A mentally healthy school values the wellbeing of pupils, staff, and parents/carers as a shared responsibility.

2. Aims

This policy aims to:

- Set out our whole-school approach to promoting positive mental health and wellbeing.
- Increase understanding of common mental health issues and equip staff to identify early warning signs.
- Inform pupils, parents/carers, and staff about the support available and how to access it.
- Build resilience in pupils and teach strategies to cope with challenges.
- Ensure safe, timely escalation and referral when pupils or staff experience acute mental health concerns.

3. Roles and Responsibilities

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific relevant remit include:

- Sunita Rawat – Designated Safeguarding Lead (DSL)/ SENDCo/ Senior Mental Health Champion
- Nicola Harmer – Deputy Designated Safeguarding Lead (DDSL)
- Julie Harvey – Deputy Designated Safeguarding Lead
- Preeya Patel – Deputy Designated Safeguarding Lead
- Tess Adrisoejoko – Place2Be Manager (Mon-Wed)
- Sam Matthews – Family Support Manager
- Bushra Ageli – Welfare Officer
- Angelique Hunter – PHSE/RSE Lead

All staff are expected to:

- Foster an open culture around mental health, reducing stigma.
- Encourage pupils to speak up when experiencing difficulties.
- Follow procedures for safeguarding and mental health concerns.

4. Early Warning Signs

School staff might become aware of changes in behaviour which may indicate a pupil is experiencing mental health or emotional wellbeing issues.

Staff may notice changes in behaviour that suggest a pupil is experiencing mental health challenges.

These may include:

- Physical signs of harm or unexplained injuries
- Changes in eating, sleeping, or self-care routines
- Social withdrawal or isolation
- Sudden changes in mood or activity
- Drop in academic performance
- Talking or joking about self-harm or suicide
- Expressing feelings of hopelessness, failure, or worthlessness
- Secretive behaviour or avoiding PE/change routines
- Frequent lateness or absenteeism
- Recurring physical complaints with no medical cause

Action: Any concerns must be recorded on CPOMS and escalated to a DSL immediately.

5. Teaching About Mental Health

Mental health education is embedded within the PSHE/iSpace curriculum. Pupils learn:

- Mental wellbeing is a normal part of daily life, like physical health.
- Emotions exist on a spectrum and are experienced in different situations.
- How to recognise and articulate their feelings with a broad emotional vocabulary.
- How to assess whether their feelings and behaviours are proportionate.
- Healthy coping strategies for stress, anxiety, and other challenges.
- The impact of isolation, loneliness, and bullying (including online/cyberbullying).
- How and when to seek help, including identifying trusted adults in school and online safety awareness.
- That mental ill health is common, and early support can significantly improve outcomes.

Lessons are tailored to cohort needs but consistently focus on empowering pupils to seek help safely and confidently.

6. Managing Disclosures

If a pupil discloses concerns about their own or another's wellbeing:

- Staff will respond calmly, supportively, and non-judgmentally.
- Staff will listen, not advise, prioritising emotional and physical safety.
- Disclosures must be recorded on CPOMS and shared with a DSL.

Acute Risk Procedures:

- If a pupil is at immediate risk of harm or suicide, follow child protection procedures, contact the DSL and alert emergency services if needed.
- In medical emergencies, follow standard first aid protocols.
- Referrals to CAMHS or local NHS Mental Health Support Teams (MHST) will be managed by the Mental Health Lead.

Plans: Pupils identified as at-risk will have a Risk Assessment, Safety Plan, or Individual Healthcare Plan developed with the pupil, parents/carers and relevant professionals.

7. Confidentiality

Staff will be transparent about confidentiality:

- Pupils will be informed that concerns may need to be shared for safety reasons.
- Staff will clarify who will be informed, what will be shared and why.

8. Working with Parent/Carers

We collaborate with families to promote wellbeing:

- Parents/carers are asked to share information about their child's mental health needs.
- Families are informed of concerns, except where child protection procedures prevent this.
- Families are signposted to resources, workshops, or external services (including Place2Be or MHST).
- Topics covered in PSHE and mental health lessons are communicated to parents/carers.
- Coffee mornings are regularly held to raise awareness of mental health and well-being.

9. Staff Training and Support

Training: All staff will receive regular training to:

- Understand common mental health issues.
- Recognise early warning signs.
- Follow clear procedures for escalation.

Support for Staff:

- Place2Think sessions with the Place2Be Manager or SLT.
- Employee Assistance Programme via Health Assured.
- Support under the Equality Act 2010 and duty of care/occupational health pathways.

10. Links to Policy and Guidance

Statutory Guidance:

- Keeping Children Safe in Education (KCSIE) 2025
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated DfE guidance)

Other Legislation & Conventions:

- Equality Act 2010
- UN Convention on the Rights of the Child – Articles 3 & 23

School Policies Linked:

- Safeguarding Policy
- Attendance Policy
- SEND Policy
- Anti-Bullying Policy

11. Policy Review

Reviewed annually by the Mental Health Lead and DSL.

Approved by the governing board with named governor oversight for mental health and safeguarding.

Appendix 1 Procedure to follow in a case of acute mental health crisis

Is the pupil seriously injured, experiencing an acute mental health crisis (psychosis, mania, self-harm) or feeling suicidal?

Yes

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