

# William Cassidi Church of England Primary School

## Mental Health and Wellbeing Policy Statement

*'Life in all Fullness'*  
*(John 10:10)*



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

# WILLIAM CASSIDI C of E PRIMARY SCHOOL MENTAL HEALTH AND WELLBEING POLICY

## Introduction

At William Cassidi C. of E. Primary School, we recognise the fundamental importance of mental health and well-being in supporting our children's development, academic achievement and overall happiness in order to achieve 'Life in all Fullness.' Mental health and wellbeing is an important part of the pastoral care of our whole community. This includes the children in our care, as well as our staff and the families within our community.

## Aims

At William Cassidi C. of E. Primary School, our culture is supportive, caring and respectful. We:

- aim to promote mental health awareness amongst the school community.
- establish a supportive environment where pupils can express their feelings and share concerns and worries.
- provide staff with the necessary training and tools to support pupil mental health and well-being.
- implement early intervention strategies for those experiencing mental health difficulties.
- foster a partnership with parents, carers, and external agencies in promoting mental health.
- promote resilience and coping strategies among students.
- raise awareness and reduce stigma around mental health issues in the school community.
- offer appropriate training and resources for staff in supporting mental health and well-being.
- do not judge or blame and act to provide a support network for those experiencing difficulties.
- encourage students to be open and we want each student to have their voice heard.
- help children to understand their emotions and experiences better.
- help children to form and maintain relationships.
- encourage children to be confident and help to promote their self-esteem.
- implement regular well-being surveys and feedback mechanisms to inform practice and policies.

### Approach

We promote a healthy environment by:

- promoting positive mental health and emotional wellbeing in all students and staff.
- celebrating both academic and non-academic achievements.
- promoting our school values and encouraging a sense of belonging and community.
- providing opportunities to develop a sense of worth and to reflect.
- promoting our students' voices and giving them the opportunity to participate in decision making.
- celebrating each student for who they are and making every student feel valued and respected.
- adopting a whole school approach to mental health and providing support to any student that needs it.
- raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- enabling staff to respond to early warning signs of mental-ill health in students.
- supporting staff who are struggling with their mental health.

### Teaching and Learning

Our PSHE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes learning about our core value of resilience. Additional learning is provided through specific theme days and events e.g. Mental Health Week, Fundraising for Teesside Mind and external visitors to school.

### Additional Opportunities to Promote Wellbeing

The school provides the following wellbeing activities for our children and young people:

- Wellbeing jar to share positive thoughts with others at a time when they might need it.
- Wellbeing drop in held by Mrs S. Hall, Mrs Durance and Mrs Bell to discuss any concerns that the children may have.
- School councillors acting as Wellbeing leads e.g. drawing names from the Core Value jars every half term and celebrating the contributions of the children in achieving our core values.
- Whole school events around Mental Health Week and Anti-Bullying, etc.

### Managing Disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy. If a member of staff thinks it's necessary to pass on

concerns about a student, either to somebody else, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

It may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority.

### Working with Parents and Carers

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will:

- highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- share and allow parents to access further support.
- ensure that parents are aware of who to talk to if they have any concerns about their child.
- give parents guidance about how they can support their child's/children's positive mental health.
- ensure this policy is easily accessible to parents.
- keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

### Working With Other Agencies

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. We have a close link with Alliance and School Support Services. The children are aware of these services due to whole school activities and the children in our school been supported by these services on a whole class, small group or 1:1 basis. Half termly meetings are held to discuss ways in which these services can provide support at that current time and previous support is evaluated. These services have also provided support to parents by attending events such as parents evenings and play group.

Other agencies include the 5-19 Service and Harbour.

### Mental Health Lead

The school has a designated Lead for Mental Health. They act as a champion for mental health and wellbeing, reporting to the Leadership Team.

Their role is not to necessarily provide interventions, but to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing. The Mental Health Lead will:

- oversee the whole school approach to mental health and wellbeing, including how staff are supported with their own mental wellbeing and how pupils and parents are engaged;

- support the identification of at risk children and children exhibiting signs of mental ill health;
- have knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- coordinate the mental health needs of young people within the school and oversee of the delivery of interventions where these are being delivered in the educational setting;
- Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing.

### Identification

Pupils with mental health needs are often identified by those closest to them: their parents or the classroom staff. These concerns are discussed with either the SENDCo or the Mental Health Lead depending on their nature.

### Raising Concerns

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or the Head Teacher.

If someone has a concern about the mental health of a pupil, they should initially speak to their class teacher, the SENDCo or the Mental Health Lead.

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