Approved by Personnel Committee: 23 Sept 2026

Next Review: Autumn 2028 (every two years)

St Andrew's CE Primary School
Much Hadham

Pupil and Staff Mental Health and Wellbeing Policy

'Life in All Its Fullness' – 'Come and See' John 10:10 1:39

Introduction

At St Andrew's school, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as physical health.
At St Andrew's, we endeavour to ensure that children are able to manage times of change which may lead to challenges that result in anxiety and stress. We aim to ensure that all are supported to reach their potential or access help when they need it.
Our role is also to ensure that children learn about what they can do to maintain positive mental health, what impacts 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.

Aims and Values

At St Andrew's we aim to:

- Increase understanding and awareness of mental health.
- Promote good health and positive mental and emotional wellbeing in all staff. (See Appendix 2 for St Andrew's Employee Wellbeing Policy based on HfL pro-forma).
- Promote positive mental health and emotional wellbeing in all children and endeavour to help those in our school to achieve their full potential.
- Encourage our children to show concern for all members of the school community and to value each person's contribution.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Enable staff to understand how and when to access support when working with children with mental health issues.
- Provide the right support to children with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst children and raise awareness of how to develop and implement strategies to support themselves.

How we will do this

At St Andrew's we take a whole school approach to promoting positive mental health. This is based upon Eight principles taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.' (Fig. 1). The eight identified principles underpin the approaches used to support the development and integration of wellbeing strategies.

Fig. 1



We do this by:

- Creating and applying a consistent ethos - “Be Kind and Work Hard” - in addition to policies and behaviours that support mental health and resilience, and which everyone understands.
- Following an approach to behaviour management which promotes an equality of opportunity to develop socially, to learn and to enjoy community life.
- Using the principles of the 5 steps to wellbeing (Fig. 2) within learning and activities.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Ensuring that staff have access to support and training to develop their skills in order to maintain their own resilience.
- Developing an open culture where it’s normal to talk about mental health.



Fig. 2

Teaching and Learning

At St Andrew's, the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our Relationships and Health Education (RHE) curriculum. The knowledge and skills are taught through a nationally used programme for PSHE, Jigsaw. This is a comprehensive scheme of work, that gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.
The scheme is supplemented with other resources, including 'Protective Behaviours' and 'Positive Minds' - a specific programme for Year 6, used to help support pupils as they prepare for secondary school.

Promoting a mentally healthy environment

At St Andrew's we aim to promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making for example with our Pupil Parliament.
- Celebrating academic and non-academic achievements including Celebration Assemblies and 'Come and See' Days. Providing opportunities to develop a sense of worth through taking responsibility for themselves and others with programmes such as Mindset Movers (peer mediator programme), Young Leaders, House Captains, and through our buddy system.
- Providing a curriculum which is broad, balanced, relevant and differentiated offering a range of learning opportunities to show their skills and talents, as well as a full variety of extra-curricular activities linked to sports and the arts.
- Providing opportunities to reflect through discussion.
- Enabling access to appropriate support both within school and from outside agencies including ELSA nurture groups, Protective Behaviours, art therapy and Lego therapy.
- Mental Health and RHE for all year groups.
- Celebrating Wellbeing Week and access to information around the school, including worry boxes, classroom calm corners, information posters and display.
- Relevant advice and support communicated to parents via school newsletters, display boards, 'open door' policy.

Staff roles and responsibilities including those with a specific responsibility

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

- Mental Health Lead – Julie Small (Inclusion Co-ordinator/ SENCo)
- Designated Safeguarding Lead (DSL) – Caroline Dimond (Headteacher)
- Deputy Designated Safeguarding Leads (DDSL's) – Helen Cole (Deputy Headteacher), Julie Small (SENCo/ MHL)
- Mental Health Governor - Jane Browne
- Emotional Literacy Support Assistants (ELSA's) - Catherine Zenonos and Jane Lane
- PSHE Co-ordinators – Julie Small and Caroline Dimond

The responsibility of the Mental Health Lead is to:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Liaise with Mental Health Governor to ensure that the Governing Body is kept up to date with county and national guidance.
- Work with the PSHE leaders re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Liaise with parents, mental health services to support individual referrals.

If a member of staff is concerned about the mental health or wellbeing of a child in the first instance they should speak to the Mental Health Lead, or Designated Safeguarding Lead.
If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.
If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Early identification and support for children

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways. (See Appendix 1)
Wellbeing measures include:

- staff observations
- any changes in a child's behaviour, attention or presentation
- any communication from the pupils regarding their emotions, feelings or wellbeing
- any communication from parents or carers regarding mental health and wellbeing

Early Warning signs or behaviours may be:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Any member of staff who is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the Mental Health Lead, or Designated Safeguarding Lead and should also record this on CPOMS. As required, the Mental Health Lead will then discuss with staff and/or parents so that children get the support they need, either from within school or from an external specialist service.

Working with specialist services

As part of our provision, there may be times when it will be necessary to work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Hertfordshire Advisory Service
- Educational Psychology Services
- School Nursing Service
- Children's and Family Services (Families First)
- Therapists (Safe Space)
- Family support workers
- Counselling Services
- CAMHS (Child and Adolescent Mental Health Service)

Training

All staff and governors will receive regular training about recognising and responding to mental health issues as part of their child protection training in order to enable them to keep pupils safe.
Staff and a selection of governors attend annual CPD for Therapeutic Thinking (formerly Hertfordshire STEPs).

As necessary, training opportunities for staff who require training for working with children who have specific mental health and wellbeing challenges.

Working with parents and carers

At St Andrew's we recognise the importance of working together with families to support positive mental health and wellbeing.

To support parents and carers we will:

- Highlight sources of information and support about common mental health issues and behaviours through display boards or via our school newsletter.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child.
- Make this Mental Health Policy easily accessible to parents.
- Share ideas about how parents can support positive mental health and emotional wellbeing in their children through email and parent information events.
- Keep parents involved about the mental health topics that their children are learning about and share ideas for extending and exploring at home.

When a concern has been raised we may:

- Contact parents to discuss concerns, (although there may be cases whereby parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Agree a support plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Staff wellbeing and support

At St Andrew's we recognise that staff and school leaders are committed to working as hard as ever to support the children to flourish and reach their full potential. We aim to ensure that all staff are well supported when it comes to their own mental health and wellbeing.

Measures to support this include:

- Training and sharing materials in regard to mental health and emotional wellbeing made available for all staff.
- An 'open door policy' to senior leadership or the Governing Body, should staff need to discuss any concerns.
- Opportunities within staff meetings to explore ways to maintain a positive work-life balance.
- Supervision for ELSA's and/or staff working with children with high or complex needs.
- Appraisal will allow for mutual communication about personal health and emotional wellbeing if either or both Headteacher and staff member feel it is deemed necessary.
- HFL Education information and advice will be made accessible to all staff (See Appendix 2).

Monitoring and evaluation

Evaluation and monitoring arrangements promote an active process of continual development and improvement of provision for all members of our school community.
This Pupil and Staff Mental Health and Wellbeing Policy is on the school website and copies are available on request.

Links to other policies

This policy has been written with reference to the following and documents:

- St Andrew's Inclusion policy
- St Andrew's SEND policy
- St Andrew's Pupil Behaviour, Anti- Bullying and Discipline policy
- Keeping Children Safe in Education
- St Andrew's Child Protection & Safeguarding Policy

Appendix 1

St Andrew's Primary School Mental Health and Wellbeing Provision Map		
Universal – Quality first teaching for all children	**Targeted –** Additional provision for some children may include	**Specialist -** Personalised provision for few children may include
• All classes (Nursery to Reception) receive weekly Jigsaw lessons. • 'Life in all its Fullness' at St Andrew's means living out Christian values every day. These are embedded throughout the school. All children are encouraged to 'Be Kind and Work Hard'. • Daily assembly/worship reinforces positive values and behaviour. • Displays promote growth mindset, mindfulness, and principles of Protective Behaviours. • Weekly Celebration assembly run by Year 6 pupils to celebrate pupils' success in all areas of school and community life. • 'Come and See' days. • Playground divided into Play Zones for different types of game/ activity. • Families invited to attend worship • Pupil Parliament representatives from each class Rec-Y6. • Mindset Movers - 12 children have been trained as Peer Mediators to help support • Children elected Team Captains (Year 6) • How are you feeling check-ins (1-5 emotions) with staff in class. • Visual timetable in class Structured/consistent daily routine and transition times. • Worry box in each class • Hand of Support display in class (regular updates to child's own support network.) • Calm areas in class when pupils need it. • Low sensory room to support pupils when they need time to regulate. • Y6/Reception Y5/ Nursery 'Buddies' • Open door policy to parents – they know they are listened to • Parental feedback considered at termly Parent forums • Attendance monitored weekly meeting. • Positive reinforcement of behaviour and learning expectations – Clippies • Daily mile and full range of after school clubs • Safeguarding policy followed by all staff rigorously. All staff trained in use of CPOMS and half termly audit. • Safeguarding training for all staff • St Andrew's therapeutic approach to Behaviour Support.	• Individual social stories • Sensory circuits/Movement breaks • Anxiety mapping/roots and fruits • ELSA nurture groups • Daily check-ins with specific children • Protective Behaviours for individuals. • Behaviour Support plans • Advice from outside agencies/ support groups. • Calls/meeting with parents to information gather and/ or discuss support. • Lego Therapy • Pupils have a sign/gesture to indicate if they are struggling • Morning Meet and Greet • Responsibility for jobs around school. • Reasonable adjustments for learning/social times to support regulation	• Risk Reduction Plan • 20:20:20 lunchtime/social skills • Low sensory room to support dysregulation. • Ongoing involvement with SENCo/SMHL • Advice /support from Behaviour Support Team • Referral to CAHMS • Play/Art therapy (Safe Space) • Home-School communication book • School Nurse Service referral • Families First/Early Help Services • Team Around the Family (TAF)

Appendix 2

Approved by Personnel Committee: 23 Sept 2026

(following HfL Schools' HR Services Model Policy issued in March 2025)

St Andrew's CE Primary School
Much Hadham

'Life in All Its Fullness' – 'Come and See' John 10:10 1:39

Employee Wellbeing policy

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Scope

This policy applies to all employees and workers, etc. It has been subject to consultation with Trade Unions. This policy does not form part of any employee's contract of employment and we reserve the right to amend it at any time.

1. Introduction

This policy outlines our commitment to employee health and wellbeing, the responsibilities of our leaders and others for identifying, promoting and maintaining psychological health, health promotion initiatives, communicating and training on health issues, the range of support available for the maintenance of mental health, and organisational commitment to handling individual issues.

This policy sets out how we fulfil our legal obligations, the responsibilities of different functions and specialists and the range of services available to help employees maintain health and wellbeing. We recognise that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and organisational performance.

2. Responsibilities

2.1. Employer

We recognise our legal duty of care to employees to promote health at work. We will ensure that our policies and practices reflect this duty and create a working environment where potential work-related stressors, as far as reasonably practicable are avoided, minimised or mitigated through good management practices.

2.2. Leaders

Our leaders will ensure that employees understand their role within the team and receive the appropriate information and support to do their job. Leaders will also familiarise themselves with our policies on diversity and tackling inappropriate behaviour in order to support staff. In particular, they are expected to ensure that they take steps to reduce the risks to employee health and wellbeing by:

- ensuring that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/specifications
- keeping employees in the team up to date with developments at work, including changes to their roles / responsibilities, and how these might affect their job and workload
- ensuring that employees know who to approach with problems concerning their role and how to pursue issues with senior management
- making sure jobs are designed fairly and that work is allocated appropriately between teams
- ensuring that workstations are regularly assessed to ensure that they are appropriate and fit for purpose.

2.3. Senior Leadership Team/ Governors/Trustees

Our leaders, in liaison with governors/trustees, will develop employer-wide policies and procedures to support the wellbeing of employees. Leaders will assist managers in supporting individuals and liaise with occupational health (OH) as needed, with the objective of helping employees to maintain good psychological and physiological health.

2.4. Employees

Employees must take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise and smoking) and must raise concerns with their manager if they feel that there are work issues that are causing them stress or having a negative impact on their wellbeing. Employees must take responsibility for developing their own coping strategies as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.

2.5. Occupational Health (OH)

We subscribe to an OH service [Innovate Healthcare]. Occupational Health professionals will work with our leaders to provide a comprehensive service designed to help employees stay in work or to return to work. This will include preparing medical assessments of individuals' fitness for work following referrals from us, liaising with GPs and working with us to help employees to retain employment.

3. Health promotion initiatives

From time to time, we may develop and run a range of health promotion initiatives designed to raise awareness of health and lifestyle issues affecting mental health and wellbeing.

Employees will also be encouraged to establish clubs and groups designed to foster wellbeing, for example, lunchtime walking or dancing clubs, which create a sense of community and inclusion for all. Where possible these initiatives should take place out of core working hours and employee working time.

Other measures available to support employees in maintaining health and wellbeing include:

a team of trained mental health first aiders

procedures for reporting and handling inappropriate behaviour

stress management/handling pressure support

special leave arrangements such as career breaks / sabbaticals

opportunities for flexible working

support for workers with disabilities

4. Training and support

Managers and employees should regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to changing job demands, this will usually be focused on internal support, often relatively simplistic in nature and most commonly developed to cover all staff as new initiatives are introduced.

Managers and employees are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All employees are expected to be aware of the importance of effective communication and to use the communication tool most appropriate to the message, for example departmental/team meetings, one-to-one meetings, electronic communications and organisation-wide methods. We will seek to ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns.

5. Occupational health support

If employees believe that their work, or some aspect of it, is putting their wellbeing at risk they should, in the first instance, speak to the Headteacher. The discussion should cover workload and other aspects they find to be a struggle; this may lead to the identification of training/support needs.

A referral to the occupational health team may be made if this is considered appropriate after an employee's initial discussion with the Headteacher. Discussions between employees and the occupational health professionals are confidential, although the occupational health team will provide a report on the employee's fitness to work to us. This report will contain any recommended adaptations to the working environment, for consideration by the referring manager.

6. Relationship with other policies

This policy should be read in conjunction with other policies, procedures and guidance covering health and attendance; time off work; flexible working; anti-bullying and anti-harassment; and the management of work-related stress.

Appendix 1 – links to external organisations

ACAS booklet on health and wellbeing that sets out the components for a healthy workplace

https://www.acas.org.uk/health-and-wellbeing

MIND gateway Mental Health at Work: your first stop for better mental health at work

https://www.mentalhealthatwork.org.uk

https://workplace.mind.org.uk

Helping you / education support - Independent support for all working in education

https://www.educationsupport.org.uk

Anna Freud Centre for Children and Families /Schools in mind

https://www.annafreud.org/resources/schools-and-colleges

Trade Unions:

https://neu.org.uk/

https://www.nasuwt.org.uk/

https://www.ascl.org.uk/

https://community-tu.org/

https://www.naht.org.uk/

https://www.unison.org.uk/