



Croxby Primary
 Bricknell Avenue
 Hull
 East Riding of Yorkshire
 HU5 4TN
 Tel 01482 846171
 office@croxbyprimary.co.uk
www.croxbyprimary.co.uk

Croxby Primary School	
Policy Title: Mental health and Well-being Policy	
Policy Owner: Headteacher	Statutory/Recommended: Recommended
Date of Approval: January 2026	Review Date: January 2028
Monitored By: SLT	
See also: Safeguarding & Child Protection Policy Inclusion Policy Looked After Children Policy Anti-Bullying Policy Behaviour & Relationships Policy Personal, Social and Health Education (PSHE) Policy	

1. Why the Policy Is Needed?

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being 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 well-being and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

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

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils 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 well-being, we recognise the importance of promoting staff mental health and well-being and we have a separate policy dedicated to this.

2. What the Policy is About?

Mental health and well-being 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

3. What the Policy Will Achieve?

This policy sets out

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and pupils can get advice and support

A Whole School Approach to Mental Health and Well-being

At Croxby we take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. We have developed a curriculum which helps children to become resilient learners and teach social skills and an awareness of mental health and promoting healthy minds. We support children in developing positive social relationships and an understanding of how to support each other and seek help when needed. We ensure staff are trained to identify early identification of pupils who have mental health needs and can plan support to meet their needs (including working with external services).

4. Staff Roles and Responsibilities

While all staff have a responsibility to promote the mental health of all children at Croxby, staff with a specific link include:

- Mental Health Lead
- ELSA Support
- SENDCo/ Assistant SENDCo
- Lead for Personal Development, Attendance and Welfare
- Mental Health Governor

Our Mental Health Leads:

The school's Mental Health Well-Being Team are responsible for:

- leading and working with other staff members to coordinate whole school activities to promote positive mental health
- providing advice and support to staff and organises training and updates
- keeping staff up-to-date with information about what support is available
- liaising with the PD Leader on teaching about mental health
- being the first point of contact and communication with mental health services

- leading on and making referrals to services

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

5. Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Transitional Support

- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Transition groups for pupils in Year 6 moving to High School

Whole School

- Mental Health Wellbeing focus threading throughout the school ethos and PD (Set for Success) curriculum
 - Encouraging positive relationships so children can be aware of Trusted Adults around them and where to find support
 - Assembly and calendar of Mental Health and Wellbeing themes
 - Well-being Ambassadors
 - Worry boxes in every classroom
 - Using literature to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.
 - Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
 - After school clubs e.g. yoga, musical theatre, football, netball
 - Small friendship, social skills groups
 - Lunch Club support

Teaching about Mental Health and Emotional Well-being

Throughout the school, we have developed the Croxby Set for Success Curriculum which teaches children how to:

- Be successful in developing positive relationships
- Be successful to live in the Wider World
- Be successful in knowing how to be healthy and consider their well-being

We teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.. The Early Years Foundation Stage Statutory Framework sets out standards to make sure children aged from birth to 5 learn and develop and are kept healthy and safe. Personal, Social and Emotional Development (PSED) is a prime area of learning.

Our approach is to: • provide a safe environment to enable pupils to express themselves and be listened to • provide key and trusted adults with an emphasis on relationships • ensure the welfare and safety of pupils as paramount • identify appropriate support for pupils based on their needs • involve parents and carers when their child needs support • involve pupils in the care and support they have Gordon Primary School 7 • monitor, review and evaluate the support with pupils and keep parents and carers updated

9. Involving Parents and Carers Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the social emotional mental health and wellbeing of their children, and in particular supporting their children with mental health needs. To support parents and carers:

- we organise a parent drop in to our well-being hut weekly in order to discover external support available. This includes topics such as anxiety, stress management and sleep.
- we provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- have an Open-Door policy.
- supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them
- in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Action Plan
- discuss how the parents and carers can support their child
- keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.