



Mental Health Policy

Intent

At Parsonage Farm Nursery and Infant School, everything we do is underpinned by our vision and values.

Our vision



We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.



Our values

We follow the rules to keep us happy and safe
We respect ourselves, others and our school
We make the right choices
We concentrate and listen well
We try our best even when it is hard
We think about the feelings of others

OUR PROMISE

"We will always listen to you."

At Parsonage Farm, we believe that every adult and child is an individual and should be supported to become a confident, resilient, independent, lifelong learner and encouraged to 'be the best that they can be.' We are committed to supporting the mental health of our staff and children.

We also know that a healthy happy workforce is required to deliver the best education for all. Our expectation is that staff have a responsibility to support their own mental health by accessing appropriate support, looking after their own mental health and to develop resilience and coping strategies. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives.

Key definitions

Mental Health – This includes our emotional, psychological, and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices. **Everyone has mental health.**

Mental illness – The term mental illness covers a broad range of mental health problems which can involve changes to our thoughts, emotions, behaviours and relationships with others. Mental illnesses are associated with distress and problems functioning in our day-to-day lives. **Mental illness is treatable.**

This policy outlines our approach to promoting a positive mental health culture for all members of our school community and the systems in place for those who need additional support. This policy should be read alongside the following policies: Safeguarding policy, Code of Conduct, Behaviour policy, Anti-bullying policy, Attendance policy, Equality policy, Race equality policy, Relationship Education policy, SEND policy.

Key personnel

Headteacher and DSL – Kath Greenway

Senior Mental Health Lead/PSHE Lead/DDSL – Rachael Gray

DDSL – Veronica Bowyer

SENCO – Suki Taylor (maternity cover for Georgia Petty)

In addition to the above named personnel, there is the expectation that, using the education and support provided by our school, all members of the community will take responsibility for promoting their own mental health and that of others.

In emergency situations relevant procedures will be followed, including involving the emergency services.

Implementation

We ensure that staff, governors, parents, carers, and children have access to knowledge about mental health and well-being.

Our approach to this includes:

- Sharing this policy with all key stakeholders on our website
- Providing a named person to oversee the approach to mental health
- Providing education and training for all

- Making it explicit to all that staff and children that mental health is a priority
- Giving well-being the same status as academic achievements
- Reducing the stigma surrounding mental health issues through awareness days/events and through displays, assemblies, and the positive interactions that shape the day-to-day culture of our school
- Ensuring our curriculum explicitly teaches the importance of mental health and well-being
- Developing communities of practice supported by other schools/agencies
- Highlighting sources of information to the school community
- Ensuring staff, children and parents know who to talk to if they have concerns around mental health and well-being
- Providing a calm, relaxed environment for all
- Ensuring all staff are confident when to intervene themselves and how and when to refer/signpost on to further support
- Establishing effective links with external organisations and professionals
- Providing 1:1 well-being sessions/staff supervision as needed
- Having an open-door policy for children, parents and staff
- Making reasonable adjustments for children and staff with recognised mental health issues.
- Regularly evaluating the effectiveness of our provision and interventions.

Systems and procedures

If there is a concern about the mental health or well-being of a child/a family we will:

1. Arrange for a familiar adult to the child to talk with them 1:1, using a calm, supportive and non-judgmental approach to the conversation and as necessary speaking with the DSL or parents of the child.
2. Details of the conversation to be logged on CPOMS (category to be used – initial concern) and next steps agreed with the SMHL (Rachael Gray).
3. If additional support is needed from a professional, the SMHL will liaise and organise this.
4. This will be monitored on CPOMS for as long as needed to ensure the child is on the path to positive mental health.

If there is a concern about the mental health or well-being of a member of staff we will:

1. Arrange for either the HT or SMHL lead to have a 1:1 conversation to discuss any issues or concerns. These will be logged and added to staff personnel files.
2. Next steps will be agreed and logged also.
3. This will be monitored for as long as needed to ensure the member of staff is on the path to positive mental health.

Next steps for a child may include:

These will be added to CPOMS to track the child's journey

Tier 1 - Universal offer

- Agreeing individual strategies which can be organised by the teacher e.g. attending lunch club, bringing a favourite toy from home, sticker reward charts, printing off family photos to keep in school. The SMHL and SENCO can support with additional ideas as needed. These strategies are to be shared with the parents and a note added to CPOMS to log the meeting with parents.
- Teachers can access the SLS to look for books which may help : [When a book might help | Leisure and culture | Hampshire County Council](#)

Teachers can also access additional resources from SCARF here:

[Children's mental health - free additional resources](#)
[SCARF and Stormbreak](#)

- Putting into place a social skills group for a six-week period to develop relevant skills.
- Signposting parents to the school website: [Parsonage Farm Nursery and Infant School - Parent Information](#)

Tier 2 - Engaging with professionals

- Meeting with the parents to offer support at home e.g., parenting courses, websites or a Level 2 FSS referral if appropriate.
- Referring the child to ELSA

Tier 3 - Specialist services

- Referring to the School Nursing Team
- Referring to the Mental Health Support Team/CAMHS
- Engaging with external services such as the Educational Psychologist or Primary Behaviour Support

Next steps for a member of staff may include:

These will be added to our notes to track the individual's journey

- Providing them with additional time/support to complete their role within school
- Providing them with a 'buddy' within school to support them
- Providing details of the Education Support Line
- Signposting to outside support e.g. Samaritans

Identifying warning signs

As part of our safeguarding training and training on mental health and well-being, all staff receive training to be able to recognise and respond to mental health issues. Part of this

training is being aware of the possible warning signs. These will always be taken seriously and records will be kept of concerns relating to staff or children's mental health.

Possible warning signs of mental health issues in children and adults include:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family or becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness and loss of hope
- Secretive behaviour
- Clothing unsuitable for time of year e.g. a large winter coat in summer
- Negative behaviour patterns.

It is also useful to consider the above signs alongside the following:

- Attendance, punctuality and lateness
- Changes in attainment and attitudes towards learning
- Family and relationship problems including break-ups and bereavement
- Changes to medical needs/health difficulties
- Any diagnosis or possible diagnosis of additional needs e.g. neurodiversity

Impact

Our aim is to create a culture where mental health issues are openly discussed, and positive well-being is promoted. An environment where all feel safe and respected and thrive in their own way.

Monitoring and Evaluation

This policy will be monitored and evaluated by:

- Senior Leadership Team
- Governors

Its effectiveness will be monitored and evaluated through school visits, pupil progress meetings and the records kept by the SMHL. The policy will, where necessary, be revised in light of these evaluations.

Policy Date: September 2025

Policy Review Date: September 2027

Appendix 1 – Further sources of support

For staff

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)

[Employee Support \(Employee Assistance Programme\) | Business and economy | Hampshire County Council](#)

[CAMHS](#) - Guidance and advice

[Mental health resources for schools | Place2Be](#)

[Thresholds.pdf](#) - Useful chart from CAMHS about differing levels of support

For parents

[Tiny Happy People](#) - BBC resource site for parents

[Mental health services - NHS](#)

[Signs That a Child Is Suffering From Mental Health Issues | NSPCC](#)

[Parents Mental Health Support | Advice for Your Child | YoungMinds](#)