



Park Road Academy Primary School



Positive Mental Health & Wellbeing Policy



Rationale

At Park Road Academy Primary School, we are committed to promoting and supporting the positive mental health and wellbeing of our whole school community.

We recognise that mental health and wellbeing influence children's ability to learn, develop relationships, manage challenges, participate in school life and achieve their potential.

We aim to create a safe, supportive and inclusive environment in which children feel known, valued and able to seek help when they need it.

Mental health and wellbeing are not the responsibility of one individual, subject or intervention. They are supported through the combined contribution of school leaders, teaching and support staff, pupils, parents and carers and, where appropriate, external professionals.

Our approach combines:

- promoting positive mental health and wellbeing for all
- strengthening children's resilience and protective factors
- developing emotional literacy and healthy coping strategies
- identifying emerging needs as early as possible
- providing appropriate support and reasonable adjustments
- working in partnership with children and families
- accessing specialist advice or support where this is required
- ensuring that mental health concerns are considered alongside our safeguarding responsibilities.

School staff do not diagnose mental health conditions. Our role is to notice changes, listen to children, identify possible concerns, provide appropriate educational and pastoral support and seek further advice when necessary.

Aims

Through our whole-school approach, we aim to:

- create a culture where mental health and emotional wellbeing are valued and discussed appropriately
- provide a safe, nurturing and inclusive environment for pupils and staff
- promote children's confidence, self-esteem, emotional literacy and resilience
- help children develop healthy and age-appropriate strategies for managing emotions and challenges
- challenge stigma surrounding mental health difficulties



- ensure children know how and where to seek help
- identify emerging social, emotional and mental health needs as early as possible
- respond appropriately when a child is experiencing difficulties
- provide targeted support according to individual need
- ensure that mental health concerns which may indicate a safeguarding concern are responded to promptly
- work closely with parents and carers
- work collaboratively with the SENCO, safeguarding team and relevant external professionals
- promote positive attendance and support pupils where emotional or mental health needs affect attendance
- support staff knowledge, confidence and wellbeing
- monitor the effectiveness of our provision and interventions
- recognise and celebrate children's individual strengths, progress and achievements.

Our Whole-School Approach

Park Road Academy recognises that children's mental health is influenced by their experiences across the whole school day.

Our approach therefore considers:

Ethos and Environment

We aim to create an environment characterised by:

- kindness
- inclusion
- respect
- positive relationships
- consistency
- emotional safety
- belonging
- appropriate challenge
- clear expectations
- opportunities for children to be heard.

Adults model respectful communication and support children to understand that mistakes, difficulties and uncomfortable emotions are normal parts of learning and development.

Leadership



Senior leaders and the Senior Mental Health Lead champion mental health and wellbeing across school and ensure that it remains connected to safeguarding, SEND, behaviour, attendance, curriculum and pastoral provision.

Curriculum

Children develop knowledge and skills relating to mental health and wellbeing through our curriculum, particularly through Jigsaw PSHE, alongside opportunities within PE, Computing, Science, assemblies and collective worship.

Pupil Voice

Children are provided with appropriate opportunities to express how they feel about school, relationships, wellbeing and the support available to them.

Parents and Carers

We recognise parents and carers as key partners and aim to work collaboratively with families when concerns arise.

Early Identification and Targeted Support

We use professional observations, conversations with children and families and appropriate school information to identify pupils who may benefit from additional support.

Referral and Partnership Working

Where a child's needs are beyond the support school can reasonably provide alone, we seek advice and work with appropriate external professionals and services.

Promoting Positive Mental Health and Wellbeing for All

Our universal provision aims to build protective factors for every child rather than focusing only on pupils experiencing difficulties.

This includes:

- Jigsaw PSHE lessons
- emotional literacy and vocabulary
- the Jigsaw Learning Charter
- assemblies and collective worship
- positive relationships with trusted adults
- clear school rules and values
- recognition of effort, progress, kindness and positive behaviour
- opportunities for children to talk and be listened to
- circle-time and class discussion where appropriate



- physical activity and PE
- healthy lifestyle education
- opportunities for play and social interaction
- pupil responsibilities and leadership opportunities
- appropriate mindfulness and self-regulation activities
- problem-solving and reflection
- opportunities to build confidence and resilience

Displays and resources across school may also reinforce emotional vocabulary, wellbeing strategies and where children can go for support.

Mental Health within the Curriculum

Our PSHE curriculum provides planned opportunities for children to develop age-appropriate knowledge and skills relating to:

- recognising and naming emotions
- emotional regulation
- self-esteem and confidence
- friendships and relationships
- managing conflict
- resilience
- change and transition
- loss and bereavement
- healthy lifestyles
- physical and mental wellbeing
- sleep
- exercise
- managing worries
- seeking help
- online wellbeing and safety
- respectful relationships
- recognising unsafe situations.

Jigsaw PSHE supports the development of emotional literacy, mindfulness, social skills and respectful dialogue through its progressive curriculum.

Mental health education is approached sensitively and in an age-appropriate way. Teaching promotes understanding without encouraging children to diagnose themselves or others.



Mindfulness, Self-Regulation and Resilience

Mindfulness and calming strategies may be used as part of our wider approach to emotional regulation.

Children may be taught a range of strategies including:

- calm breathing
- mindful attention
- movement and physical activity
- sensory regulation
- identifying and naming emotions
- talking to a trusted adult
- taking appropriate time to regulate
- problem-solving
- positive self-talk
- rest and healthy routines.

We recognise that no single strategy will be appropriate for every child. Staff support pupils to develop a range of strategies and identify what works effectively for them.

Growth and Learning

We promote the understanding that progress can be developed through effective strategies, reflection, effort, appropriate challenge and support.

Adults aim to use specific and encouraging feedback which recognises children's effort, strategies, perseverance and improvement rather than focusing solely on outcomes.

This supports children's confidence as learners while recognising that resilience does not mean children should manage difficulties without appropriate adult support.

Recognising Emerging Mental Health Needs

All staff have a role in noticing changes which may indicate that a pupil requires additional support.

Possible indicators may include significant or persistent changes in:

- behaviour
- mood
- emotional regulation
- relationships
- engagement with learning
- attendance or punctuality
- sleep or tiredness
- eating



- concentration
- confidence
- social interaction
- physical presentation
- willingness to take part in previously enjoyed activities.

Children may also communicate distress through behaviour.

One sign in isolation does not necessarily indicate a mental health difficulty. Staff should consider the individual child, the duration and severity of the change and any known circumstances.

Staff should remain curious and compassionate rather than attempting to diagnose.

Where a staff member has a concern, they should share this through the school's agreed pastoral, SEND or safeguarding procedures as appropriate.

Graduated Support

Park Road Academy uses a graduated approach so that support reflects the level and nature of the child's need.

Universal Support

This is the provision available to all pupils through positive relationships, high-quality teaching, PSHE, wellbeing approaches and the wider school environment.

Additional School Support

Some pupils may need additional help for a period of time.

This may include:

- regular check-ins with a trusted adult
- small-group wellbeing support
- adapted classroom approaches
- emotional literacy work
- social skills support
- additional transition support
- individualised regulation strategies
- targeted pastoral support
- liaison with parents and carers
- reasonable adjustments
- SEND support where appropriate.

Enhanced or Specialist Support

Where a child's needs are significant, persistent or beyond the expertise available within school, advice or involvement may be sought from relevant professionals and services.

The school will work with the child and family and relevant professionals to coordinate support wherever possible.



Support should be proportionate to need and reviewed regularly.

SEMH Monitoring and the Pyramid of Need

The school may maintain an SEMH monitoring register or graduated wellbeing overview to help staff identify children who may require additional support and to monitor provision over time.

This is a school support and monitoring tool. It is not a diagnostic register.

Class teachers and relevant members of staff review concerns and provision regularly. Where appropriate, pupils may be considered within a graduated or pyramid-of-need approach to help determine the level of support required.

Reviews should consider:

- the child's strengths
- identified concerns
- pupil voice
- parent/carer views
- attendance and engagement
- strategies already tried
- interventions in place
- evidence of progress
- whether support needs to be continued, increased, adapted or reduced.

Information relating to children's mental health is handled sensitively and shared only with those who need it to support the child or meet safeguarding responsibilities.

Safeguarding and Mental Health

Mental health and safeguarding are closely connected.

Mental health difficulties can, in some circumstances, be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation.

Any member of staff who has a safeguarding concern must follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead without delay.

Particular care must be taken where concerns include:

- self-harm
- suicidal thoughts or behaviour
- eating difficulties or eating disorders
- abuse or neglect
- exploitation
- significant deterioration in emotional wellbeing
- disclosure of harm



- immediate risk to the child or another person.

Staff must never promise confidentiality to a child.

They should listen carefully, respond calmly, avoid asking leading questions and explain that information may need to be shared with adults who can help to keep them safe.

If a child appears to be at immediate risk of serious harm, the school's emergency and safeguarding procedures must be followed without delay, including contacting emergency services where required.

Supporting Pupils with SEND

Children with SEND may experience additional barriers to communicating or understanding emotional and mental health needs.

Some pupils may also be more vulnerable to:

- anxiety
- social isolation
- bullying
- exploitation
- difficulties understanding relationships
- sensory overload
- emotional dysregulation.

Support may therefore need to be adapted.

This might include:

- visual resources
- simplified or concrete language
- emotion scales
- social stories
- additional processing time
- predictable routines
- personalised regulation strategies
- pre-teaching
- smaller-group or individual support
- reasonable adjustments.

The SENCO works collaboratively with staff, parents, the Senior Mental Health Lead, safeguarding team and external professionals where appropriate.

Mental health difficulties do not automatically mean that a child has SEND. However, where a mental health need has a substantial and long-term impact on a child's ability to access education, consideration will be given to the SEND framework and appropriate support.



Mental Health and Attendance

We recognise that emotional and mental health difficulties can affect a child's ability to attend school regularly.

Where concerns about attendance may be linked to wellbeing, we aim to identify difficulties early and work supportively with the child and family.

This may involve:

- listening to the child's views
- identifying barriers to attendance
- agreeing consistent support
- reasonable adjustments where appropriate
- trusted-adult support
- planned transitions into school
- liaison between attendance, pastoral and SEND staff
- reviewing the effectiveness of support
- involving external professionals where necessary.

The school will maintain high expectations for attendance while recognising that some children may require additional support to overcome barriers.

Mental-health-related absence should be considered in accordance with the school's Attendance Policy and current statutory attendance guidance.

Working with Parents and Carers

Parents and carers are important partners in supporting children's mental health and wellbeing. We encourage open communication and aim to involve families appropriately when concerns arise.

Opportunities for partnership may include:

- parent meetings
- parent workshops
- Meet and Greet events
- parental questionnaires
- involvement in SEND support and learning plans
- Learning Together mornings
- individual meetings where concerns arise
- sharing appropriate strategies for use at home and school.

We encourage parents and carers to inform school where their child is experiencing emotional or mental health difficulties or where significant circumstances may affect their wellbeing. Where a child requires additional support, we will normally work closely with parents and carers.



However, where there is reason to believe that involving a parent or carer immediately could place a child at greater risk, staff will follow safeguarding procedures and seek advice from the DSL.

Pupil Voice

Children should feel that their views are listened to and taken seriously.

Pupil voice may be gathered through:

- conversations with trusted adults
- pupil questionnaires
- school council or other pupil leadership groups
- PSHE discussions
- intervention reviews
- individual support planning
- informal feedback.

Where a pupil is receiving additional mental health or wellbeing support, their views should be sought in an age-appropriate way wherever possible.

Children should understand what support is being offered and who they can speak to if they are worried.

Staff Mental Health and Wellbeing

Park Road Academy recognises that staff wellbeing is an important part of a healthy school culture.

Staff who feel supported and valued are better able to develop positive relationships with children and contribute to a supportive environment.

School leaders aim to promote a culture in which:

- staff wellbeing can be discussed appropriately
- colleagues treat one another with respect and kindness
- staff know how to seek support
- workload and organisational practices consider staff wellbeing
- professional development helps staff feel confident when supporting children's mental health
- staff are not expected to take on roles beyond their training or professional competence.

Responsibility for children's mental health should not rest with individual members of staff working alone. Concerns should be shared and managed through agreed school systems.

Roles and Responsibilities



Governing Body

Governors are responsible for:

- supporting and challenging leaders regarding the whole-school approach to mental health and wellbeing
- ensuring relevant statutory responsibilities are met
- approving and reviewing this policy
- monitoring the effectiveness of provision.

Headteacher and Senior Leadership Team

Senior leaders are responsible for:

- promoting mental health and wellbeing as part of the school's culture
- ensuring this policy is implemented effectively
- ensuring appropriate links between mental health, safeguarding, SEND, attendance, behaviour and curriculum
- ensuring staff understand referral and safeguarding procedures
- supporting relevant professional development
- ensuring appropriate resources and systems are in place.

Senior Mental Health Lead

The Senior Mental Health Lead is responsible for:

- coordinating and developing the school's whole-school approach
- supporting early identification and graduated provision
- advising and supporting staff
- contributing to relevant monitoring and evaluation
- liaising with the SENCO, DSL, senior leaders and families
- developing links with appropriate external services
- identifying priorities for further development.

The Senior Mental Health Lead does not replace the DSL, SENCO or appropriately qualified mental health professionals.

Designated Safeguarding Lead

The DSL is responsible for leading safeguarding responses where mental health concerns indicate that a pupil may be at risk of harm.

SENDCo

The SENDCo supports the identification and provision for pupils whose social, emotional and mental health needs may constitute or interact with SEND.

Teachers and Support Staff

Staff are responsible for:

- creating safe and supportive environments
- developing positive relationships with pupils
- noticing significant changes in behaviour or wellbeing
- listening to children's concerns



- following school reporting procedures
- implementing agreed strategies and reasonable adjustments
- following safeguarding procedures
- maintaining appropriate confidentiality.

Pupils

Pupils are encouraged to:

- treat others with kindness and respect
- use the wellbeing strategies they have learned
- speak to a trusted adult when they are worried
- report concerns about themselves or others
- understand that asking for help is a positive action.

Trafford Teams Together (TTT) Leads

The Trafford Teams Together (TTT) Leads support the school's commitment to providing early help and coordinated support for children and families.

Trafford Teams Together is a strengths-based approach which brings families, school staff and relevant professionals together to identify needs, recognise existing strengths and agree the most appropriate support. Its aim is to ensure that children and families receive the right help at the right time, before difficulties become more complex wherever possible.

Within Park Road Academy, the Trafford Teams Together Leads:

- act as a key point of contact for children and families who may benefit from early help
- listen to children and families and work collaboratively with them to understand their strengths, needs and priorities
- provide advice, guidance and appropriate signposting to local support and services
- support or coordinate a Strengths and Needs Assessment where this would help to develop a fuller understanding of the family's circumstances
- work with the family and relevant professionals to agree a clear and achievable plan of support
- help coordinate professionals involved with a child or family so that support is joined-up and duplication is reduced
- arrange and contribute to review meetings to consider progress and whether support needs to continue, change or increase
- liaise with the Senior Mental Health Lead, SENDCo, Designated Safeguarding Lead, attendance staff and other relevant colleagues where a child's needs overlap with these areas
- support families to access appropriate community, health, education, housing, family or other local services where required
- promote positive and trusting relationships between families, school and partner agencies



- ensure that the views of the child and family remain central to planning and reviewing support.

Trafford Teams Together support is based on working **with** families rather than doing things *to* them. Families are recognised as having important knowledge about their own circumstances and are encouraged to be active partners in identifying solutions and agreeing next steps.

Where a Trafford Teams Together Lead becomes aware of information that indicates a child may be at risk of harm, the school's safeguarding procedures will always take priority. Concerns must be shared promptly with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy.

Responding to Concerns

Where a member of staff has a concern about a pupil's mental health or emotional wellbeing, they should act promptly and share the concern through the school's agreed pastoral, SEND or safeguarding procedures, as appropriate.

Staff should remain alert to the possibility that a mental health concern may indicate, or develop into, a safeguarding concern. Where there is any concern that a pupil may be at risk of harm, including concerns relating to self-harm, suicidal ideation, abuse, neglect or exploitation, the concern must be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay, in accordance with the school's Child Protection and Safeguarding Policy.

Staff should not delay reporting a concern while waiting to establish whether it is a mental health, pastoral, SEND or safeguarding matter. Where appropriate, concerns should be recorded and information shared in accordance with the school's safeguarding procedures. All staff should follow the principle that safeguarding is everyone's responsibility and that concerns should be acted upon promptly, recognising that "it could happen here." ([GOV.UK](https://www.gov.uk))

Working with External Professionals and Services

School recognises that some children's needs require expertise beyond that available within school.

Where appropriate, the school may seek advice or support from relevant education, health, social care or voluntary-sector professionals.

Referrals and information sharing will follow relevant procedures, consent requirements and safeguarding responsibilities.

The school will aim to work collaboratively with external professionals so that recommendations are understood and, where reasonably possible, incorporated into the child's school support.



Confidentiality and Information Sharing

Information about children's mental health and wellbeing is handled sensitively.

Staff should not share personal information unnecessarily.

Information will be shared on a need-to-know basis where this is necessary to:

- support the child
- coordinate provision
- seek professional advice
- fulfil safeguarding responsibilities.

Children should never be promised absolute confidentiality.

Where there is a safeguarding concern, the need to protect the child takes priority.

Records should be accurate, factual and stored in accordance with school procedures and data protection requirements.

Monitoring and Evaluation

We monitor our mental health and wellbeing provision to understand need, review the effectiveness of support and identify areas for development.

This may include:

- pupil questionnaires
- pupil voice
- teacher and staff feedback
- review of the SEMH monitoring register or pyramid of need
- attendance information
- behaviour information
- safeguarding patterns
- SEND information
- intervention reviews
- parent/carers feedback
- review of curriculum provision
- discussion with relevant external professionals.

When evaluating targeted interventions, staff consider whether the intended outcomes for the child have been achieved and whether support should be:

- continued
- adapted
- increased



- reduced
- concluded
- supplemented by further professional advice.

Monitoring is used to improve provision rather than to diagnose children's mental health.

Links with Other Policies

This policy should be read alongside relevant school policies and procedures including:

- Safeguarding and Child Protection Policy
- PSHE including RSHE Policy
- SEND Policy and SEND Information Report
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Policy
- Health and Safety Policy

Policy Review

This policy will be reviewed annually by school leaders and governors.

It may be reviewed sooner where:

- statutory guidance changes
- safeguarding requirements change
- local referral arrangements change
- school provision changes
- monitoring identifies a need for amendment.

Policy Written/Updated: September 2026

Next Annual Review: September 2027

Policy Period: 2026–2028

Headteacher: Kerry Hart

Chair of Governors: Jeff Marshall

Senior Mental Health Lead: Gabrielle Fenner