

# Mental Health and Wellbeing Policy

‘Together we unlock potential and learn for life’



**This policy was approved by the Governing Body of Moor First School at their meeting on:**

Signed .....Chair of Governors

Signed .....Headteacher

Review Frequency: Annually from 2025 as part of MHST audit

Next Review: October 2028

Version	Reason for change
Version 1: May 2022	Completed following Senior mental health lead training.
Version 2: Feb 2025	Reviewed following audit and action plan by NSCHC Mental Health Support team

Version 3: 16<sup>th</sup> October 2025

Reviewed following update of safeguarding references and also staff wellbeing charter and provision map.

**This policy applies to all pupils who attend, and all staff who work at Moor First School irrespective of role. This policy supports the mental health and wellbeing for all staff and pupils.**



**Senior Mental Health Lead: Mrs Victoria Atherton    Mental Health Lead Governor: Jim Garvey**

At Moor First, a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.



We want to influence pupil mental wellbeing through providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances.

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

### **Our aims for our school community are:**

#### **General**

- Resilient, happier and more motivated pupils and staff who get more out of life.

#### **Teaching and Learning**

- Pupils to be more engaged in the learning process (ambition and independence)
- Pupils to concentrate and learn better (confidence and respect)

- Pupils to have the skills to work in teams as ‘Together, we unlock potential and learn for life.’
- The community to feel listened to and supported with regard to health and wellbeing (honesty)
- Encourage parents and carers to be more involved in school life and learning (home school agreement)

### **Behaviour and Attendance**

- Pupils who have a say in what happens at school
- Good concentration, behaviour and attendance – Helping Heroes scheme
- Positive peer relationships

### **Staff Confidence and Development**

- Staff with the skills to support our young learners with their wellbeing and academic skills. (Confidence and responsibility)
- Staff with a strong understanding of their own and others wellbeing/morale leading to lower absenteeism
- Stable, content and consistent workforce
- Positive and effective relationships with pupils

We use Anna Freud’s: 5 steps to Mental Health and Wellbeing Framework to action plan and implement our mental health and wellbeing approaches:

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/>



We are **committed to the Education Wellbeing Charter Standard**, promoting the mental health and emotional wellbeing of pupils, staff & families:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1034032/DfE\\_Education\\_Workforce\\_Welbeing\\_Charter\\_Nov21.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf)

## Safeguarding

Moor First School fully **recognises the contribution it can make to protect children and support pupils** in school and beyond. We are **fully committed to safeguarding our pupils through prevention, protection and support**. We are also **committed to actively promoting the fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief. We also teach about protected characteristics. **Pupils are encouraged to develop and demonstrate skills and attitudes** that will allow **them to participate fully in and contribute positively to life in modern Britain**. It is **our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism**. Any **concerns should be referred to the Designated Safeguarding Lead (DSL) or DDSL** who both have local contact details for PREVENT and Channel referrals.

**Confidentiality in mental health is the ethical and legal principle that protects a person's personal and health information from being shared with others without their consent.** It involves keeping conversations, diagnoses, and treatment details private, which is crucial for building trust in the therapeutic relationship. However, **this duty has exceptions**, such as **when a person poses a risk to themselves or others, or in other situations where there's an imminent risk of serious harm or death**. In such cases, **professionals are legally permitted, and sometimes required, to disclose information to prevent harm**.



### 1) Leading Change

**To lead change** regarding mental health and wellbeing, **our school will:**

- Sensitively and thoroughly prepare for changes linked to the most recent evidence/legislation.
- Regularly review and collaboratively share mental health and wellbeing policies.
- Continually provide information for governors, staff, pupils and parents/carers regarding health and wellbeing.
- Collate pupils and staff voice via self-assessment tools, set targets and review/evaluate progress with MHST.
- Be challenged by governors to improve mental health and wellbeing for all.



## **2) Promote Mental Health and Wellbeing (Prevention)**

**To promote** mental health and emotional wellbeing, **our school will:**

- Embed the skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe through our PSHE curriculum.
- Ensure that the specific content of lessons is determined by the specific needs of the cohort we're teaching. There will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves and/or others.
- Follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.
- Encourage and support the whole school community to be positive and proactive in its approach to mental health wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Provide appropriate training and information to staff on mental health and emotional wellbeing (Via MindEd, Schools in Mind, Mental Health Support Team, Staffordshire Mental Health Lead, Anna Freud links).
- Have a named staff member who is the contact point at Moor First School and who are responsible for the coordination and delivery of the school's mental health and emotional wellbeing strategy. The named member will have completed the Senior Mental Health Lead Training.
- Seek to integrate mental health and emotional support across the curriculum.
- Utilise Sensory Circuits & Zones of Regulation to support children in identifying and managing their emotions.
- Continue to ensure that we meet our 2 hours of PE target and also offer wider opportunities for children to take part in 60 minutes of exercise a day. Beyond this, we continue to offer weekly outdoor learning opportunities and cross-curricular orienteering lessons.
- Encourage healthy eating.
- Take part in staff and pupil peer to peer support programmes.
- Ensure that all classes have worry monsters for pupils to raise concerns to a teacher.
- Hold regular staff meetings to ensure that staff have opportunities to raise concerns about pupils.
- Support pupils during transition to/from another class/school.
- Keep this policy under review and make changes when legislation and best practice requires.



### **3: Understanding Need**

To **promote** mental health and emotional wellbeing, our school will **address the needs** and search for mechanisms to support children and staff, **our school will:**

- Promote a culture which supports and encourages self-disclosure – open & supportive team.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary.
- Co-operate with other organisations involved in the delivery of mental health and emotional support services – ‘CAMHS’, ‘Younger Minds’, GPs, School Nurse, Church, Staffordshire Mental Health Support Team, a number of voluntary organisations such as ‘Education Support Partnership (08000 562561), Staffordshire County Council Staff Counselling Service (01785 277400), etc.
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.
- Continue to review universal, selected and targeted provision within the provision map (appendix)

#### **Warning Signs -**

Pupils will complete wellbeing surveys at the beginning of the year and regular class wellbeing charts will be ongoing throughout the year. During this time, school staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with our school’s Senior Mental Health Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather □ Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism



#### 4: Working Together

##### **Signposting**

Whilst the Senior Mental Health Lead may be able to deliver health and wellbeing intervention for the pupil (at school level), a referral may be requested, with parental permission, to the NSCHC Mental Health Support Team. They will assess the presenting dangers/ risks to the child and discuss whether they are able to offer a block of 1:1 or small group support.





## 5: Supporting Staff

The Governing Body's 'duty of care' towards employees; legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees.

To help meet these objectives the school has a range of linking policies  
<https://www.moorfirstschool.co.uk/school-information/safeguarding>

It is vital that **all staff are aware of these policies** and the **role all employees undertake to ensure we all work in healthy workplaces.**

We **need** to have a **clear understanding of the causes of absence** to **formulate strategies that address non-attendance (sickness absence).**

The main causes of absence can be viewed as four distinct areas:

Health and Lifestyle factors	Workplace factors	Attitudinal and stress factor	Domestic and relationship factor
<ul style="list-style-type: none"> <li>• Genuine illness</li> <li>• Poor health</li> <li>• Smoking</li> <li>• Excessive use of alcohol</li> <li>• Lack of exercise</li> <li>• Body weight</li> </ul>	<ul style="list-style-type: none"> <li>• Working patterns</li> <li>• Health and safety concerns</li> <li>• Travel times</li> <li>• Excessive hours</li> <li>• Safe place of work</li> <li>• Relationships at work</li> <li>• Peer on peer abuse</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Job satisfaction</li> <li>• Career satisfaction</li> <li>• Intention to leave</li> <li>• Organisational commitment</li> <li>• stress</li> <li>• Absence culture</li> </ul>	<ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Divorce/separation</li> <li>• Number of children under 16</li> <li>• Lack of flexible working arrangements</li> <li>• Caring responsibilities</li> <li>• Financial worries</li> <li>• Attachment Disorder</li> <li>• Child Trauma</li> <li>• Abuse/neglect</li> </ul>

Moor First has a staff wellbeing charter devised with all stakeholders.

<https://www.moorfirstschool.co.uk/wp-content/uploads/2025/09/Mental-Health-Website-25.pdf>



## Wellbeing Audit

The protection and fostering of staff wellbeing is increasingly embedded in our management methods and systems. A **staff wellbeing audit and a workload audit** will be **carried out at least once a year**, but we aim for **twice a year to be able to set targets/measure progress** as part of our **Wellbeing Charter Standard**.

The **Senior Leadership Team will implement** the following steps as a result of such **feedback from the Wellbeing Audit and Wellbeing committee termly meeting feedback**:

- SLT meet with the wellbeing committee to share anonymised feedback.
- The committee then meet with staff as a collective to discuss any general concerns or offer 1:1 private discussions
- Wellbeing committee then holds a meeting with SLT to discuss feedback – successes and any ways staff could be supported further.
- SLT respond and then the committee feedback to staff.

## Governance

The Governing Body will continue to promote and work towards performance improvement and efficiency; getting the very best from our staff; retaining and attracting the people who are best skilled and well-motivated.

Wellbeing in the workplace is relevant to all employees, and everyone can contribute to improved wellbeing at work. Addressing workplace wellbeing can help strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health.

To fulfil this commitment the **Governing Body and Senior Leadership Team will**:

- Make health and wellbeing a core priority within each termly meeting and review the policy annually.
- Value the strategic importance and benefits of a healthy workplace.
- Will encourage a consistent, positive approach to all staff health and wellbeing.
- Make clear the link between employees' health and wellbeing and improved performance.
- Ensure all leaders at Moor First, including Senior Leaders and Governors, are committed to the health and wellbeing of staff and act as good role models.
- Make communication clear to ensure that staff have realistic expectations of what's possible, practical and affordable.
- Be aware that a return to work from sickness does not necessarily indicate that an employee's health and wellbeing has improved. Return to work interview considers that aggressive return to work procedures can encourage 'presenteeism' to the detriment of our school.
- Recruit staff who have the positive leadership traits associated with improved staff health and wellbeing. These traits include being open and approachable and encouraging new ideas.
- Ensure health and wellbeing policies are included in any induction, training and development programmes for new staff.

- Have a proactive and visible commitment to health and safety and its role in improving the health and wellbeing of staff, that is, view health and safety as part of the culture of a caring and supportive employer – not only a statutory requirement.
- Create a supportive environment that enables employees to be proactive when and if possible, to protect and enhance their own health and wellbeing.
- Seek to identify potential circumstances that may affect the wellbeing of staff and conduct risk assessments.
- Increase awareness and understanding of how to promote wellbeing at work and the avoidance of absence.
- Ensure advice and guidance is available to leaders in dealing with wellbeing concerns of staff.
- Ensure that there is a culture where there is no expectation that staff communicate about work outside of normal working hours (except in an emergency, e.g. child protection issues).
- Ensure that all staff take part in a supportive performance management process.
- Conduct an annual (anonymous) staff survey to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff.
- Where possible, staff are supported with their work/life balance and wellbeing outside the school. Examples of this could include providing staff with paid leave for both special events and celebrations, and time off to deal with family problems (see: Time Off for Compassionate Leave, Emergencies, Work Break and Public Duties Policy).
- All staff are encouraged to take a responsible approach to health and wellbeing issues, including adopting a robust self-management to their own health – performance management reviews.

# WHOLE SCHOOL APPROACH TO MHWB AT MOOR FIRST SCHOOL

## Our environment, routines and support

Positive connections & relationships at the heart of all we do  
Our values & school motto  
Quality First Teaching / Class Teacher Support  
Staff Support & Wellbeing Charter  
Engaging physical environment  
Rewards and celebrations  
Extra curricular , enrichment & leadership opportunities

## Our curriculum, policies and procedures

Engaging Curriculum & PSHE delivery  
Mental Health & Wellbeing Policy  
Behaviour Curriculum & Policy  
Anti-Bullying Policy  
Safeguarding Policy  
SEND Policy  
Regular voice gathering / Wellbeing Surveys

## Our home & family partnerships

Home School Agreement  
SEESAW & Website [Moor First School](#)  
Attendance Policy & Support  
School Link Support

## MENTAL HEALTH & WELLBEING SUPPORT [Moor First School](#)

SEND SUPPORT

SAFEGUARDING TEAM



Whole school universal Approaches



More specific selected/targeted support

More targeted/risk support

# Mental Health and Wellbeing - External Support Links

## Mental Health Pathway

[Staffordshire Connects | Children's mental health support pathway](#)

[Stay Well CYP | Stay Well Children & Young People Support](#)

Referral link: [Referral | Stay Well CYP](#)

[Combined Wellbeing](#)

## Bereavement

DOVE Bereavement Counselling and Support - 01782 914 455

[Parents and Professionals | The Dove Service - Counselling](#)

Windmills Charity – 01782 433 435

[Referrals – Windmills Charity Stoke-on-trent Staffordshire](#)

Winston's Wish – 01242 515 157

[Grief support for young people | Winston's Wish](#)

## Relationships & Trauma support

New Era Domestic Abuse Service

[New Era – New Era is the new holistic Domestic Abuse](#)

Staffordshire Survive - 0300 330 5959

[Sexual Violence and Abuse – Staffordshire Women's Aid](#)

## SEND Support

Autism Inclusion Team - 01785 35683

[Staffordshire Connects | Autism Inclusion Team](#)

[SEND support in Staffordshire – Staffordshire County Council](#)

SENDIASS [SENDIASS SEND IASS - Staffordshire Family Partnership](#)

## Drug & Alcohol Support

T3 - [Homepage - Staff Stars](#)

[Get Support - The Mix](#)

## LGBTQ+ Support

[Other LGBTQ+ Support Services – Open Clinic](#)

## Family Support & Young Carers

Family Hub & Early Help  
[Staffordshire Connects | Accessing support for children - up to 17 years](#)

The Gingerbread Centre Ltd referral  
[Family Hub Referral](#)

[Staffordshire Connects | Staffordshire Moorlands Family Hub](#)

[Young Carers | North Staffs Carer](#)

## Youth Mentoring & Safeguarding

[Contact us - Youth Offending Team – YOT Staffordshire County Council](#)

PREVENT 0800 0113764

[Prevent | Staffordshire Police](#)

[Staffordshire Families Integrated Front Door Service - Staffordshire County Council Education SG Advice Line—01785 895836](#)

[Home | Catch22](#)