



Mental Health & Well-Being 2025

Rationale & Aims:

At Monkfield Park, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers. We 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. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Our role in school is to ensure that pupils are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects 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.

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.

Objectives:



Figure 1 - Eight principles to promote a whole school and college approach to emotional health and well-being taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.'

The eight identified principles underpin the approaches used to support the development and integration of well-being strategies within Monkfield Park. At Monkfield Park, we focus on creating a social, emotional and physically rich environment, where key relationships can thrive and children can feel secure in their learning. The curriculum will promote 'pupil voice' by fostering their independence and actively encouraging our pupils to recognise feelings, whilst learning to express them appropriately. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity.

At Monkfield Park, all staff are responsible for promoting the mental health and emotional well-being of pupils. Staff with a specific, relevant responsibility includes:

- Annie Howell (Headteacher & DSL)
- Kate Major (Deputy Headteacher, INCO, DDSL, Mental Health Lead, Mental Health First Aider)
- Paula Ray (Deputy Headteacher, INCO, DDSL, Mental Health Lead)
- Lauren O'Rourke (Director of Pastoral, PSHE Lead, DDSL)
- Emma Walsh (Family Support Worker, ELSA, DDSL).

Teaching about mental health:

At Monkfield Park we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We promote a mentally healthy environment by:

- Adhering to a positive, restorative approach to behaviour management (Cambridgeshire Therapeutic Thinking).
- Promoting the Monkfield Way and encouraging a sense of belonging.
- Weekly PSHE lessons across all year groups, using the Cambridgeshire PSHE scheme of work.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Well-Being Wednesdays take place each term.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, Blue Smile, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

Early Identification and Warning Signs:

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning

- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators.

Possible warning signs may include:

- 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.

Warning signs should always be taken seriously and logged on MyConcern immediately.

Assessment, interventions and support:

All concerns are reported via MyConcern immediately and needs are assessed by the class teacher and Deputy Head teachers to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Pupil Well-Being Assessment, Interventions & Support:

Need The level of need is based on discussions with key members of staff	Evidence-based Intervention To be decided in consultation with key members of staff, parents and children.	Monitoring
Highest level of need	Blue Smile Counselling (in school) SEND Services CAMHS referral YoUnited referral Children's and Family Services Family workers Mental Health & Well-Being Service. If the SENCOs conclude that a statutory education, health and care assessment is required, we refer to the SEND policy.	All children needing targeted support individualised support will have an Individual Support Plan in place to ensure consistency in provision
Moderate level of need	Circle time approaches or 'circle of friends' activities.	

	Managing feelings resources e.g. 'worry boxes' and 'worry monsters'. ELSA support sessions. Check-Ins and mentoring sessions with the Family Support Worker.	
Low level of need	General support e.g. class teacher, TA.	

Staff Well-Being Assessment, Interventions & Support:

Whole School Approach	SLT and governing body committed to provide all staff with listening support in relation to emotional well-being and recognition of this within performance management/appraisal discussions.	Open door policy, contactable governing body. Information sharing from lead practitioners Posters/leaflets displayed in key areas, e.g. toilet doors
	Work life support and flexibility for personal well-being appointments within school time.	
	Consideration of possible impact of new initiatives on staff well-being	
Whole School Offer	Access to support from the Clinical Lead for Blue Smile Counselling	Planned staff meetings with MH Lead or trained professionals
	Access to Employee Assist Programme	
Targeted Support	Debriefing/support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the Head teacher or Deputy Head teachers. Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.	

Working with parents and carers:

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Leads for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.

- Make our emotional wellbeing and mental health policy easily accessible to parents via the website.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised in school, teachers or Deputy Head teachers will:

- Contact parents to discuss the outcome of any assessment
- Discuss any relevant referrals to external agencies.
- Create a chronology of actions and events.
- Agree Individual Support Plan (ISP) where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Training:

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The Cambridgeshire Ordinarily Available Provision (OAP) toolkit provides further guidance for staff wishing to know more about a specific issue. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.