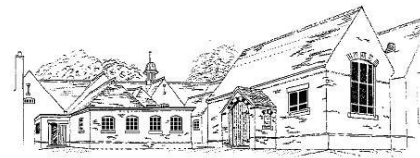


Bagthorpe Primary School

Mental Health Identification and Support Policy



Introduction

Bagthorpe Primary School is committed to safeguarding the emotional wellbeing of all pupils. We recognise that mental health is as important as physical health and that early identification and intervention are key to positive outcomes.

This policy outlines our systems and processes for identifying possible mental health problems and providing appropriate support. Our approach is firmly rooted in our **School Aims** and **Core Values**, which provide a strong and secure foundation for everything we do: Moral Purpose, Humility, Compassion, Integrity, Accountability, Courage, Determination.

Our Whole-School Approach

We adopt a whole-school approach to mental health, aligned with DfE guidance and best practice. This includes: **Prevention**, **Identification**, **Early Support**, and **Specialist Support**.

Curriculum Integration

Mental health and wellbeing are embedded in our curriculum through the **SCARF** PSHE programme, which covers: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing. These units teach pupils about emotional regulation, resilience, healthy relationships, and coping strategies, supporting our school recurring themes of **Confidence**, **Independence**, and **Resilience**.

Key Roles and Responsibilities

Senior Mental Health Lead (SMHL): Strategic oversight of mental health provision. Works closely with DSLs and SENDCo to ensure integrated support. Coordinates interventions and monitors impact. The SMHL is also a DSL.

Designated Safeguarding Leads (DSLs): Ensure safeguarding and mental health concerns are addressed together. Provide supervision for ELSA.

SENDCo: Identifies links between SEND and mental health needs. Works collaboratively with SMHL and DSLs.

Emotional Literacy Support Assistant (ELSA): Provides targeted emotional support three afternoons per week. Delivers the Drawing and Talking Programme. Receives supervision from SLT (DSLs) and liaises with SENDCo.

Identification Processes

We use a systematic approach to identify pupils who may be experiencing mental health difficulties: Observation of behaviour and emotional state, Pastoral system ensuring every pupil has trusted adults, Data analysis of attendance, attainment, and behaviour patterns, and use of the **Boxall Profile** for deeper assessment.

Additionally, we track children's mental health and wellbeing termly using the **Leuven Scale** for Wellbeing and Involvement as part of our standard data collection exercise.

Protective Factors and School Ethos

We prioritise **Belonging** as a key protective factor. Our school fosters **strong relationships** and a sense of community through positive classroom management and peer support. Children are regularly reminded about who their **trusted adults** are, and that there are many available in school. **Worry boxes** are in every classroom, and children are regularly reminded of these. We maintain strong links with parents, enabling constructive dialogue even in challenging circumstances.

Interventions and Support

In-school support includes ELSA sessions and the **Drawing and Talking Programme**, safe spaces for pupils to talk, and restorative approaches to behaviour. External support includes referral to **Early Help** or other **specialist services** when needed.

Staff Training

All staff receive basic mental health awareness training. Additional training is provided for those supporting pupils with emerging needs.

Monitoring and Review

The SMHL monitors the impact of interventions on wellbeing and attainment. This policy will be reviewed annually by SLT and Governors.

Key Staff

SMHL – David Walton

DSL – David Walton

DDSL – Karen Ward, Chris Bakewell, Maria Clifton (Admin)

SEND Strategic – Karen Ward

SENDCo – Shelley Jenner-Dyer

ELSA – Samantha Hardy

Approved by Governors: 08.12.2025