



Lumen Learning Trust

Learning together for a brighter future

Mental Health and Wellbeing of Children and Staff Policy

DATE APPROVED BY LUMEN LEARNING TRUST	6th November 2025		
REVIEW DATE Biennial	6th November 2027		
SIGNED DEPUTY EXECUTIVE PRINCIPAL	Sarah Kober 	DATE	06/11/2025
SIGNED CHAIR OF DIRECTORS	Jo Roberts 	DATE	06/11/2025

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Overview

Lumen Learning Trust will do all that it can to promote the health and wellbeing, including the mental health, of all who learn and work within the Trust. We recognise that mental health is just as important as physical health and are committed to providing a culture that promotes positive mental health for the whole school community. While mental health and wellbeing is at the heart of this, there are a number of policies and documents that should also be read in conjunction with this policy including: Child Protection and Safeguarding, SEND, First Aid, Behaviour Management, Anti-Bullying and Staff Code of Conduct as well as the PSHE Curriculum Overview.

Policy Aims

"Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils." Mental Health and Behaviour in Schools (DFE, 2018).

This policy sets out:

- How we promote positive mental health and emotional well-being across the school community;
- How we train and support staff to ensure awareness and understanding of mental health issues;
- How we identify and support children with mental health needs;
- How we train and support all staff to understand mental health issues and spot early warning signs which may affect their mental/physical health;
- How we work with parents and carers;
- How we provide a safe and supportive environment where all children and staff feel valued;
- How we promote and support good mental health for all who work within the Trust;
- Where parents, staff and children can get further advice.

Definition of Mental Health

Mental health and wellbeing is defined by the World Health Organisation as: "a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

Mental health is therefore not just the absence of mental health problems. Lumen Learning Trust aims for all pupils to:

- Feel safe, valued and supported;
- Feel confident in themselves and understand their unique talents and abilities;
- Be able to express a range of emotions;
- Be able to make and maintain positive relationships with others;
- Cope with the stresses of everyday life;
- Develop resilience and self-awareness;
- Be equipped to manage a range of situations and emotions that they may experience including challenges and change;
- Learn and achieve.

Promoting Positive Mental Health

Whole School Approach

A whole school approach promotes positive mental health that aims to help children become more resilient, happy and successful and prevents problems before they arise.

We recognise the role that stigma can play in preventing, understanding and developing the awareness of mental health issues. Lumen Learning Trust aims to create an open and positive culture that encourages open discussion and understanding of these issues.

This whole school approach is based upon:

- Creating an ethos that supports mental health and resilience and is one that everyone understands;
- Helping children to develop social relationships, support each other and seek help when they need it;
- Helping children to be resilient learners and manage setbacks;
- Teaching children social and emotional skills and an awareness of mental health;
- Early identification of children who have mental health needs and planning support to meet these;
- Effectively working in partnership with parents and carers and fostering links between school, home and outside agencies;
- Supporting and training staff to develop their skills and own resilience;
- Providing safe and healthy working conditions for all those within the Trust, including school visitors.

Schools play an important role in promoting positive mental health and helping prevent mental health problems. Individual schools utilise a whole school policy to support this but also use a range of other strategies that include:

- A robust PSHE curriculum that is underpinned by mindfulness and reflective practice and supports mental health and well-being;
- Specific teaching around social and emotional learning e.g. circle times;
- Campaigns and assemblies that raise the awareness of mental health and wellbeing e.g. Young Carers, Anti-Bullying, Internet Safety and Mental Health Awareness;
- Relevant interventions such as ELSA or Nurture Group;
- Peer support and mentoring e.g. Playground Pals and Wellbeing Ambassadors;
- Opportunities for children to develop a sense of self-worth by taking responsibility for themselves and others through pupil leadership roles e.g. School Council, House Captain, Prefects and Sports Leaders;
- Transition activities for moving year groups, changing schools or starting secondary schools;
- A behaviour management policy that is based upon restorative justice and unconditional positive regard;
- Promoting emotional literacy through check ins, Zones of Regulation and restorative approaches;
- Celebrating success and encourage self-esteem through positive reinforcement;
- Providing regulation spaces where children can take a break when needed;
- Fostering a school environment that encourages kindness, inclusivity and empathy.

Promoting Children's Wellbeing

By the end of Key Stage 1 Pupils learn:

- To recognise, name and describe feelings;
- Simple strategies to manage feelings;
- How their behaviour affects others;
- Ways to understand how others are feeling;
- To cooperate, take turns, share and problem solve;
- Who to speak to if they are worried;
- How to begin to resolve conflicts with support using simple strategies like talking and listening;
- What bullying is and why these behaviours are unacceptable;
- An awareness for what our bodies need to stay healthy and safe;
- To understand the concepts of fairness and kindness

By the end of Key Stage 2

Pupils learn:

- To identify, describe and manage a wider range of emotions;
- A variety of coping strategies;
- To develop resilience and an understanding of how to remain motivated when things don't go their way;

- To recognise and respond appropriately to a wide range of feelings in others;
- How to motivate themselves if they fail at something;
- How to empathise and be supportive of others;
- The consequences of peer pressure, discrimination, teasing and bullying including online bullying ;
- How to resolve conflicts more independently, using compromise and strategies such as the use of oracy;
- To respect diversity;
- Understand basic changes that happen during puberty and take responsibility for self-care to promote a healthy life-style;
- How to have a positive sense of self, recognising strength and areas for growth;
- The importance of talking to someone and how to get help;
- About change - including transitions, loss, separation and bereavement;
- How their mental health can be positively and negatively affected.

Identifying and Supporting Pupils with Mental Health Needs

Staff Roles and Responsibilities

Lumen Learning Trust firmly believes that all staff have a responsibility to promote positive mental health and to understand how they can support children in developing this. All those who work with children within the Lumen Learning Trust, including visitors, are expected to be guided by the values held in common by the whole Trust community.

Whilst all staff have a responsibility to support all children, staff with a specific relevant remit include:

- Inclusion Leads
- Designated Safeguarding Leads
- PSHE Leads
- ELSAs (Emotional Literacy Support Assistants)
- HSLWs (Home School Link Workers)
- Mental Health First Aiders
- Welfare Officers

Warning Signs

Staff have training to ensure there is an understanding of factors that can affect mental health and wellbeing as well as those that could make some children be at greater risk of experiencing poor mental health; e.g. young carers, those in care and children who have had previous access to CAHMS. Staff also understand the factors that can protect children from adversity.

If a member of staff is concerned about a child, they will report these to the Inclusion Leads. Signs that staff monitor include but are not exclusive to:

- Attendance;
- Punctuality;
- Relationships;
- Approach to learning and changes around this;
- Physical and health indicators;
- Persistent sadness, tearfulness or low mood;
- Frequent worries or unexplained anxieties;
- Negative behaviour patterns or changes to behaviour;
- Regressive behaviours;
- Family circumstances;
- Recent bereavements or loss;
- Overly negative self-talk, e.g. expressing feelings of failure, uselessness or loss of hope;
- Not wanting to do or get changed for PE;
- Changes in clothing - for example, long sleeves in warmer weather;
- Talking about self-harm or suicide.

Targeted Support

Lumen Learning Trust ensures that support is available and delivered as outlined in the Lumen Special Education Needs Policy. Support is given through targeted approaches for individual pupils and may include:

- Targeted teaching e.g. PSHE lessons, assemblies or circle time activities;
- Managing emotion resources e.g. worry boxes, feeling diaries, worry scales, ear defenders, check-in times with class adults;
- Use of provision map to identify individual plans for pupils with SEMH needs;
- ELSA and HSLW support;
- Other relevant interventions e.g. Nurture Group

Where needed, support from external agencies will be sought and can include MHST, Art Therapy, Play Therapy, intervention from the Mental Health Nurse and referral to Mindworks. All staff are aware and understand that mental health needs, such as anxiety, can appear as non-compliant behaviour and respond to these accordingly and in collaboration with Inclusion Leads.

If a serious mental health concern is raised, this is also a safeguarding concern and must be dealt with in accordance with the relevant school's Safeguarding policy. If there is a medical emergency, the Lumen procedure for medical emergencies is followed, as highlighted in the First Aid Policy.

Partnership with Parents and Carers

Partnership with parents/carers plays a key role in enabling children to develop positive mental health and achieve their potential. The Trust recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents/carers have the opportunity to share their views about their child's strengths and how best to support their child's learning. Parents/carers are asked for their views regularly through the academic year.

Key information about the curriculum and strategies used in school to support wellbeing are shared with parents/carers.

The Trust will highlight and signpost parents/carers to information, ensure parents/carers know who they can speak to at their child's school about specific concerns, be available to speak to parents/carers for follow up information and keep parents/carers fully informed about the support and interventions in place for their child.

We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Alert the school to any concerns they have about their child's mental health and wellbeing;
- Fulfil their obligations under home/school agreements.

Staff Wellbeing

The Trust understands that feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life. The Trust recognises that anyone can experience mental health problems for a variety of reasons which may be out of their control. Supporting and promoting the mental health of staff is an essential part of a healthy school and we promote opportunities to maintain a healthy work life balance. Staff Wellbeing Teams are at the centre of this and work to support staff through a variety of team-building events. Cutting down on workload without diminishing the quality of education is a continuous priority for senior leaders, governors and staff. Supporting staff to work efficiently and effectively will cause a reduction in workload so that staff will be free from the pressures of over-work whilst maintaining the high standards of teaching, learning and progress set out in Lumen policies.

Promoting Staff Wellbeing

The Role of the Trust

The Trust will:

- Ensure that Mental Health and Wellbeing and other relevant policies are embedded;
- Treat staff mental health seriously and sensitively;
- Support members of staff who face mental health problems;
- Create pleasant workplaces where staff feel valued;
- Signpost staff to support via a dedicated Spotlight Page on the staff secure area of the Lumen website.

The Role of Staff

All staff are expected to:

- Treat each other with empathy and respect;
- Report honestly about their wellbeing and let other members of staff know when they need support;
- Support other members of staff if they become stressed or need support, this could be through practical assistance or emotional reassurance;
- Contribute positively towards morale;
- Use shared areas respectfully, such as the staff room or offices;
- Take part in training opportunities that promote their wellbeing.

The Role of Senior Leaders

Senior leaders are expected to:

- Provide a clear vision and set of values;
- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours;
- Maintain positive relationships with their staff and value them for their skills, not their working pattern;
- Take any complaints or concerns seriously and deal with them appropriately using the school's and Trust's policies;
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge;
- Produce calendars of meetings, with realistic deadlines and events so that staff can plan ahead and manage their workload;
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance;
- Reduce unnecessary tasks that take staff away from their core duty of improving outcomes for children;
- Encourage open communication to ensure staff members who are suffering from workload pressures can discuss the problem with an appropriate member of the senior leadership team;
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives;
- Ensure that the efforts and successes of staff are valued, recognised and celebrated.

The Role of the Executive Principal, with the support of the Local Governing Body is expected to:

- Ensure the school is fulfilling its duty of care as an employer;
- Monitor and support the wellbeing of the Senior Leadership Team;
- Ensure that resources and support services are in place to promote staff wellbeing;
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload;
- Be reasonable about the format and quantity of information requested from staff as part of monitoring work;
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them.

The Chair of the Local Governing Body has a particular role in supporting the Executive Principal in ensuring the well-being of the Headteacher.

Supporting Staff Wellbeing

All Lumen employees are able to call the CEFM counselling helpline for confidential help and advice for support on any matter. The helpline is independent of the Trust and is available to Lumen staff and their families.

The Trust has fully trained Adult Mental Health First Aiders that can support staff with their mental health and signpost them to support both in and outside of the workplace. Our Trust Mental Health First Aiders are signposted within all of our schools in readily accessible areas for all staff to refer to.

Where to get information and support

Any concerns that parents/carers have about their child should first be raised with their Class Teacher. Class Teachers will seek advice from Inclusion Leads, ELSAs and HSLWs. Below are links to websites about a variety of mental health problems. A list of useful apps can be found on our school websites and secure staff area.

General Information:

Young Minds - <https://youngminds.org.uk/>

Mind - <https://www.mind.org.uk/>

Time to Change - <https://www.mind.org.uk/news-campaigns/campaigns/time-to-change/>

Rethink - <https://www.rethink.org/>

Eating Disorders:

Surrey and Borders NHS – a local NHS Foundation Trust has a designated Eating Disorder Service based in Epsom, for both young people and adults - <https://www.sabp.nhs.uk/mindsightsurreycamhs/services/MH-LD/ED-CYP>

Beat - <https://www.beateatingdisorders.org.uk/>

Anxiety:

Anxiety UK - <https://www.anxietyuk.org.uk/>

Self Harm:

National Self-Harm Network - <https://www.nshn.co.uk/>

Suicidal Thoughts:

Papyrus - <https://www.papyrus-uk.org/>