Riccall Community Primary School

Pupil Mental Health and Wellbeing Policy

Approved by governors:

Next review: July 2027

Policy Statement, Intent and Definitions:

> *Mental health is a state of well-being 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 her or his community.*
>
> *(World Health Organisation)*

> *Well-being is defined by the Oxford English Dictionary as "the state of being comfortable, healthy, or happy." However, it is important to realise that well-being is a much broader concept than moment-to-moment happiness. While it does include happiness, it also includes other things, such as how satisfied people are with their life as a whole, their sense of purpose, and how in control they feel.*
>
> *(Mental Health Foundation)*

At Riccall Community Primary School, we are committed to supporting the mental health and wellbeing of our pupils, staff, and community. Our aim is to foster an inclusive, nurturing environment where everyone feels safe, supported, and valued. We believe mental health is as important as physical health and is integral to our ability to flourish, as articulated in our school vision and values of Perseverence, Enthusiasm, Teamwork and Success.

We promote mental health through a whole-school approach, integrating strategies for emotional wellbeing into our curriculum, daily practice, and ethos. Our school seeks to build resilience, and develop emotional literacy.

In addition to promoting positive mental health, we aim to recognise, and provide early intervention for, those experiencing mental health difficulties. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Aims of this policy:

The aims of this policy are to:

- Provide a clear framework for promoting positive mental health and wellbeing for pupils, staff, and the wider school community.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health**,** and ensure that mental health concerns are identified early.
- Create a culture where mental health is openly discussed, and stigma is challenged.
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Scope:

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read alongside:

- SEND policy
- Medical policy

- Behaviour policy
- Anti-bullying policy
- Child protection policy

Legislation and guidance

This policy is guided by multiple pieces of legislation and guidance:

- Children and Families Act 2014: Supports children with SEND, ensuring that those with mental health needs have equal access to education and appropriate support services.
- Education Act 2002: Places a duty on schools to safeguard and promote pupils' welfare, including their mental health.
- Mental Health and Behaviour in Schools Guidance (DfE, 2018): Informs schools on identifying and managing mental health needs, with emphasis on early intervention.
- SEND Code of Practice 2015: Ensures that children with SEND, including mental health challenges, receive tailored support.
- Keeping Children Safe in Education (KCSIE): Treats mental health concerns as safeguarding issues, mandating appropriate referrals to external agencies.
- Equality Act 2010: Protects pupils from discrimination based on mental health, ensuring inclusivity and equal access to education.
- Public Sector Equality Duty: Requires schools to eliminate discrimination and advance equality of opportunity, promoting a supportive environment for mental health.
- Data Protection Act 2018 and GDPR: Ensures confidentiality and care in handling sensitive mental health information.
- UN Convention on the Rights of the Child: sets universal, legally binding standards to ensure children grow up healthy, safe, educated, and heard.

Further sources of guidance and support can be found in Appendix A.

Roles and responsibilities

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Jamie Llewellyn: Head teacher and Designated Safeguarding Lead
- Stephen Flatman: Assistant Head teacher; Mental Health and Wellbeing Lead; PSHE/RSE lead; Personal Development Lead; Deputy Designated Safeguarding Lead
- Kelly Zacharenko: SENDCo
- Caroline Adams: Home-School Link Worker; Attendance Champion; Outdoor Education Lead
- Sally Main, Hannah Jaskowski: Thrive Practitioners

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Stephen Flatman, mental health lead. Guidance about referring to CAMHS is provided in Appendix F.

Teaching about, and Celebrating, Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum and are embedded throughout the school as an integral part of the entire curriculum and whole school culture.

PSHE is taught through the use of the Jigsaw scheme of learning; however specific content of PSHE lessons will be determined by the specific and contextual needs of each cohort taught. There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance[1] to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Whole-School Activities and Approaches:

We incorporate mental health awareness into the fabric of our daily school life through a variety of whole-school initiatives. These activities aim to foster an environment where mental health is openly discussed and supported:

- **Collective Worship**: Regular Collective Worship opportunties are used to promote positive mental health, covering topics like kindness, friendship, managing emotions, and the importance of asking for help. Half-termly Jigsaw launch assemblies introduce the theme to be taught across school over the next half term, and there are further assemblies to embed understanding of positive mental health and wellbeing, using the Five Ways to Wellbeing.
- **Gold Card Assemblies:** Weekly Gold Card Assemblies recognise pupils for their positive contributions, including kindness, perseverance, enthusiasm and teamwork. These assemblies celebrate emotional and social achievements alongside academic success, reinforcing the importance of mental health.
- **Singing Assemblies:** Children enjoy a variety of songs that are picked for the positive messages they bring, whilst singing itself has been proven to provide many benefits to mental health and wellbeing. Over 50% of our Key Stage 2 children also choose to take part in our Young Voices club, which sings together weekly in the first half of the year, culminating in a visit to Sheffield Arena to take part in a concert together with other schools, forming a choir of around 5,000 children.
- **Themed Weeks and Days**: From school year 2026-27, we will hold special events such as Mental Health Awareness Week, World Mental Health Day, and Anti-Bullying Week, where the whole school engages in activities that highlight the importance of mental wellbeing. These events may include mindfulness sessions, physical activities, and workshops focused on resilience and emotional regulation.
- **Wellbeing Ambassadors**: From school year 2026-27, Key Stage 2 pupils will be trained as Wellbeing Ambassadors, offering peer support during break and lunch times. Their role is to listen to peers who might need someone to talk to and offer friendship and guidance, promoting emotional wellbeing among pupils.
- **Action for Happiness Challenges:** A calendar showing actions to increase mental health and wellbeing across the school community is displayed on the PSHE display and in classrooms. Daily actions are celebrated regularly in assemblies and within classes.
- **Behaviour Policy and Practice:** Our behaviour policy is based around Thrive best practice. Where there has been an unwanted behaviour, children are given the opportunity to work towards a positive outcome, reflecting on their choices and actions, and repairing

[1] Teacher Guidance: Teaching about mental health and emotional wellbeing

relationships with those that have been affected. Please see our school behaviour policy for more information.

- **House Teams and Competitions:** Children across school are assigned a house team. This provides a sense of belonging and children enjoy working towards a common goal when earning house points and taking part in half-termly competitions.
- **Governors' Awards:** In the Summer term, children are asked to nominate others (both peers and adults) that they have seen acquire new knowledge, learn new skills, discover new interests, show good attitudes or demonstrate the Riccall PETS (school values of perseverance, enthusiasm, teamwork and success) in particular ways. We are fortunate to be supported by a governing body who take interest in individual children's experience within our school community, and governors enjoy reading and selecting from each child's nominations for these awards.
- **OPAL:** Children love to play! OPAL seeks to give children the best playtime every playtime, encouraging the use of natural and man-made resources - such as sandpits, den-building materials, scooters, and large loose parts - to inspire imaginative play. Children assess their own risks, develop problem-solving skills, and build a growth mindset, impacting on better mental and physical health, and broader friendship groups across different age levels.

Class Activities:

Each class integrates mental health and emotional wellbeing into everyday learning, offering consistent opportunities for pupils to develop self-awareness and emotional resilience:

- **PSHE Lessons:** Our PSHE curriculum, utilising the JigSaw PSHE scheme of learning, helps develop children's knowledge, skills, and understanding about selfesteem, managing emotions, stress, and healthy relationships, tailored to each cohort.
- **Outdoor Education:** Children in Years 1-6 enjoy a skill-based curriculum of outdoor activities, focussing on areas such as teambuilding, shelter building, flora and fauna, fire and map skills. Personal reflection and team skills are woven into every session, with facilitators also aware of classes' Thrive targets so that these can also be built into activities.
- **Half-termly mental health and wellbeing sessions:** From school year 2026-27, relating to the 'Five Ways to Wellbeing', children in each year group take part in half-termly lessons with a specific focus on connecting, being active, taking notice, keeping learning, and giving. The learning from these lessons is also referred to within whole school assemblies and Outdoor Education lessons, as well as being an area to celebrate within Gold Card assemblies.
- **Yoga:** In Years 1-6, classes take part in a half term's PE unit of Yoga, whereby they think about the links between mind and body, enjoying calm sessions that increase focus on mental health and wellbeing. PE generally is also celebrated for its contrubution towards mental health and wellbeing.

Specific Year Groups or Individual Children:

Some initiatives benefit particular year groups where there are specific challenges to overcome, i.e. transitions or increasing responsibilities:

- **Buddies:** Each Reception child is paired up with a Year 6 pupil who they can play with and gain support and encouragement from. The Year 6 children mutually benefit from the support they give to their younger peers, demonstrating their sensitivity and care to others' needs.
- **Year-to-year transitions:** Every year, children take part in two transition mornings across successive weeks. This allows pupils to meet their new teachers, visit their new classrooms, and participate in activities that help alleviate transition-related anxieties, ensuring children feel more comfortable and prepared for the next academic year.
- **Year 6 to Year 7 Transition:** Meetings are held with Year 7 leaders at local schools to discuss individual children's needs, and some of these schools send teachers into our Year

6 class to meet with prospective pupils. Children also have the opportunity to visit their future schools across multiple days in the Summer term.

- **Robinwood:** Children in Year 6 go on residential in the Autumn Term. At Robinwood, they take part in activities which are both fun and designed to stretch them outside of their comfort zone. Here, they support each other and build resilience in an environment away from home. For many of our children, this is their first experience away from home for a sustained period of time.
- **SEND Support Plans and/or Pupil Passports:** Pupils identified as having SEND or those considered vulnerable often receive further support with their mental health and wellebing. This may be in the form of daily 'check-ins' with a trusted adult in school. Any additional and individual or group support is recorded on children's pupil passports or SEND Support Plans.
- **Thrive Interventions:** Teachers track their children termly via Thrive class assessments (leading to class action plans which provide foci for work in the classroom and in Outdoor Education). Through these assessments, specific children are also identified who go on to receive individual Thrive assessments and possibly intervention with one of our trained Thrive practitioners.
- **Quad Squad:** Children identified as struggling with mental health and wellbeing, or interpersonal skills may be offered the opportunity to join Mrs Adams' 'Quad Squad'. Here, they focus on working and communicating together, building confidence, resilience and team skills to aid with their mental health and wellbeing and interpersonal skills that can be brought back into the classroom.

Possible Warning Signs of Mental Health Concerns

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 Stephen Flatman, our Mental Health and Wellbeing lead.

The following list of warning signs is intended as a guideline to help staff, parents, and carers recognise early indicators of potential mental health concerns in children. These signs are not diagnostic tools but can be useful in identifying when professional advice or intervention may be needed. If a child displays these signs persistently, it is recommended to seek support from a mental health professional or refer through appropriate school channels. The list is based on advice from leading organisations such as YoungMinds, Place2Be, and the NHS.

Emotional Signs:

- Unexplained or frequent crying or emotional outbursts.
- Persistent anxiety or worry, often expressed as fears about going to school or socialising.
- Talk or expression of failure, uselessness, hopelessness, worthlessness, or feeling 'trapped'.
- Unexplained or prolonged periods of sadness or withdrawal from usual activities.
- Irritability or mood swings, particularly in children who were previously calm.

Behavioural Signs:

- A sudden decline in academic performance or disengagement from schoolwork.
- Frequent outbursts, dysregulation, or acting out in ways that are out of character.
- Changes in sleep patterns, such as insomnia or excessive sleeping.
- Increased isolation, or avoidance of friends, family or previously enjoyed activities, indicating possible social withdrawal.
- Frequent complaints of physical ailments (such as stomach aches or headaches) without medical explanation.

Physical Signs:

- Changes in eating habits, including loss of appetite or overeating.
- Fatigue or low energy that persists even after rest.
- Noticeable changes in personal hygiene or appearance, including changes in clothing (i.e. long sleeves in warm weather).
- Physical signs of harm (including self-harm), such as unexplained cuts or bruises, particularly when repeated.
- Abusing drugs or alcohol.

Other Signs:

- Excessive clinging to parents or teachers.
- Difficulty concentrating or a sudden inability to focus on tasks.
- Secretive behaviour.
- Skipping PE or getting changed secretively.
- An increase in lateness or absenteeism from School.
- Talking about (including joking about) or showing signs of suicidal thoughts or feelings; this requires immediate emergency action.

‘Assessing’ Children’s Mental Health and Wellbeing

Reducing children’s mental health and wellbeing to a summary on a page, or a diagnostic score, should be treated with caution; however, there are some benefits to assessing children regularly in order to gain an insight into their thoughts, feelings and concerns.

As already stated, children are assessed termly by their teachers, using class (and in some cases, individual) Thrive assessments. These contribute to action plans with specific targets, and also to interventions for individual children. These assessments are undertaken without the children’s knowledge, relying on teachers knowledge of the children in their care, supported by the questions and diagnostic tools within the Thrive programme.

We also value the input of the children in learning about their mental health and wellbeing needs. Annually, children from Years 1-6 take part in a mental health and wellbeing survey, with questions linked to the ‘Five Ways to Wellbeing’. Children in Key Stage 1 are supported by Year 6 pupils in undertaking the survey, whereas children in Key Stage 2 take part independently. Nominal scores are attached to each question, allowing teachers to identify where there may be mental health and wellbeing concerns in their classes. Children also have the opportunity to share more anecdotal thoughts about their experiences within our school community. They may choose whether to make their identity known, or remain anonymous, when completing the survey.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil’s condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

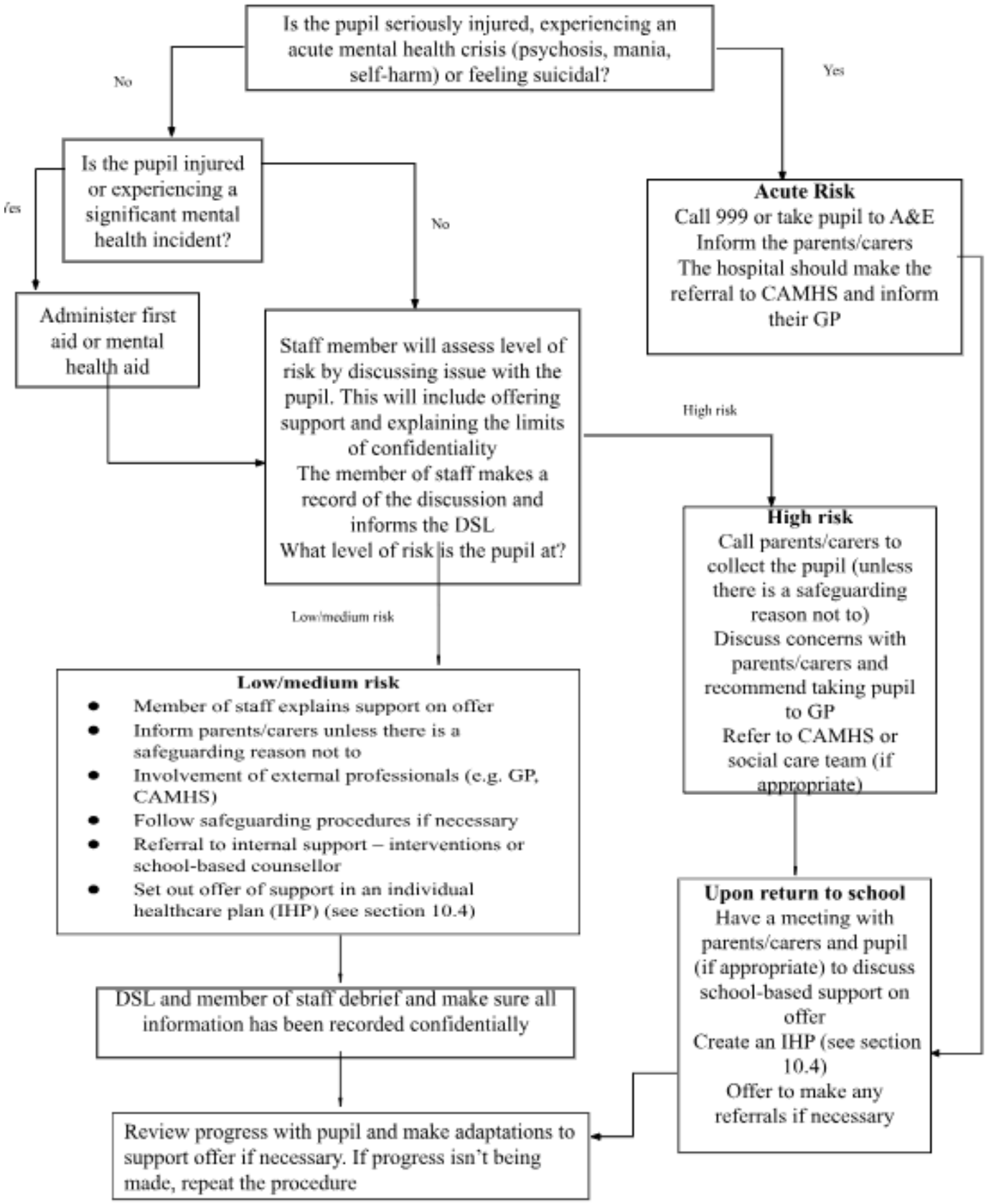
Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix D.

We will display relevant sources of support in communal areas such as dining room, play areas/corridors/common rooms and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed for
- How to access it
- Why to access it
- What is likely to happen next

Procedure to follow in a case of acute mental health crisis



Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively see appendix E.

All disclosures should be recorded on CPOMS. This record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps recorded as an action

This information should be shared with the Mental Health and Wellbeing lead, Stephen Flatman, who will offer support and advice about next steps. See appendix F for guidance about making a referral to CAMHS.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent where it is believed that the pupil is in danger of harm.

By recording disclosures on CPOMS, the DSL (Jamie Llewellyn) and DDSL / Mental Health and Wellbeing lead (Stephen Flatman) will be informed. In addition to storing this information securely in case of future need, it is good for the person who received the information to share disclosures to safeguard their own emotional wellbeing as they are no longer solely responsible for the pupil. It ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL (Jamie Llewellyn) must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.

- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on CPOMS.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. To support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how, if they have concerns about their own child or a friend of their child.
- Make our mental health and wellbeing policy easily accessible to parents.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one-to-one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing / saying which may inadvertently cause upset.
- Warning signs that their friends may see (e.g. signs of relapse).

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves.
- Safe sources of further information about their friend's condition.
- Healthy ways of coping with the difficult emotions they may be feeling.

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 to enable them to keep pupils safe.

We will ensure that teachers and teaching assistants are trained in our whole school Thrive approach.

We will share information for staff who wish to learn more about mental health. The MindEd learning portal[2] provides free online training suitable 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 developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD relating to mental health and wellbeing should be discussed with the head teacher, Jamie Llewellyn, or Stephen Flatman, Mental Health and Wellbeing lead, who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every year as a minimum. It is next due for review in July 2027.

This policy will always be immediately updated to reflect personnel changes.

[2] www.minded.org.uk

Appendix A: Guidance and advice documents

- Promoting and supporting mental health and wellbeing in schools and colleges - guidance from the Department for Education containing a range of resources to help develop a whole school or college approach to mental health and wellbeing (2026)
    - Mental health and behaviour in schools - guidance on how to create a whole school culture; including promoting positive mental health; understanding the link between mental health and behaviour; how to identify children with possible mental health problems; and where and how to put in place support. Department for Education (2018)
    - Promoting children and young people's mental health and wellbeing - Guidance on the 8 principles of a whole school or college approach to promoting mental health and wellbeing. Office for Health Improvement and Disparities and Department for Education (2023)
- Physical health and mental wellbeing (Primary and secondary) - statutory guidance detailing waht pupils should know about mental wellbeing; internet safey and harms; physical health and fitness; healthy eating; drugs alcohol and tobacco; health and prevention; basic first aid; and changing adolescent body. Department for Education (2025)
- Developing your school or college targeted mental wellbeing support - a guide to help schools and colleges to review, refresh and embed effective targeted support for mental wellbeing. Department for Education (2023)
- Teacher Guidance: Teaching about mental health and emotional wellbeing. PSHE Association (2021).
- Keeping children safe in education - statutory guidance for schools and colleges. Department for Education (2025)
- Supporting pupils at school with medical conditions - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)
- Healthy child programme from 0 to 19 years old is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2023)
- NICE guidance on Social, emotional and mental wellbeing in primary and secondary education - covers ways to support social, emotional and mental wellbeing in children and young people in primary and secondary education (2022)

Appendix B: Data Sources

- Children and young people’s mental health and wellbeing profiling tool collates and analyses a wide range of publically available data on risk, prevalence and detail (including cost data) on those services that support children with, or vulnerable to, mental illness. It enables benchmarking of data between areas
- ChiMat school health hub provides access to resources relating to the commissioning and delivery of health services for school children and young people and its associated good practice, including the new service offer for school nursing
- Health behaviour of school age children is an international cross-sectional study that takes place in 43 countries and is concerned with the determinants of young people’s health and wellbeing.

Appendix C: Sources or support at school and in the local community, and wider information

School Based Support

Support available:	Who it is suitable for:	How it is accessed:	How this information is communicated to pupils and parents:
Thrive: Emotional, mental health and wellbeing support tailored to the needs of individual children after completing their Thrive class and individual assessments.	- Children who struggle to process their own emotions or recognise the emotions of others, often finding it difficult to regulate. - Children who find it difficult to communicate well with others, taking turns and sharing.	- Children in need of support are determined through the use of class and individual Thrive assessments. Individual assessments are carried out by class teachers and a Thrive practitioner together.	- Pupil: in person, invited by class teacher. - Parents: via letter.
Quad Squad: Support group run by Caroline Adams, allowing children to work together towards common goals, often gardening or school-improvement based, whilst talking about processing and responding to emotions.	- Children who need time to speak about their emotions in a less structured environment. - Children who find teamwork particularly challenging.	- Class teachers determine who may be in need of this support and speak to Caroline Adams.	- Pupil: in person, invited by class teacher and/or Caroline Adams. - Parents: via letter.
Wellbeing 'check-ins': Checking in with individual children early each morning to listen to their concerns and build relationship.	- Children who are anxiou or struggle to regulate at the beginning of the day. - Children who are known to be experiencing particular challenges at home.	- Children might request this themselves or this intervention be suggested by class teachers.	- Pupil: in person, invited by class teacher, teaching assistant or home-school link worker carrying out the check-ins. - Parents: in person / over the phone.
Wellbeing Ambassadors:	- Children who would prefer to	- Pupils can seek this support	- Pupils: can seek this support

Wellbeing Ambassadors offer peer support during break and lunch times. Their role is to listen to peers who might need someone to talk to and offer friendship and guidance.	talk to one of their peers in the first instance rather than a member of staff. - Children who struggle to find someone to play with during break or lunchtimes.	themselves by approaching a Wellbeing Ambassador. Ambassadors will also be vigilate, keeping an eye our for children who may be on their own at break or lunchtimes.	themselves. - Parents: notified in person if pupil seeks this support consistently.

Local Support

Support services or charities:

- **Humber and North Yorkshire Health and Care Partnership,** on behalf of Local Authorities, have the 'go to' website which is a family-friendly website that can offer help and support https://thegoto.org.uk/
- **Compass Phoenix** is a local organisation to support children and young people aged 9 -19 experiencing mild to moderate mental health difficulties. Please see https://compass-uk.org/services/compass-phoenix/ or contact them on 0800 008 7452.
- **Selby Children and Adolescent Mental Health Service (CAMHS)** can offer individual and group therapy for children, up to the age of 18, who are experiencing moderate to severe mental health problems and can be contacted on 01757 241 070.

Wider Information

Online sources:

- **The NHS** has a collection of information and support relating to mental health and wellbeing, including information on how to access NHS mental health services and where to get urgent help, as well as self-help advice relating to the same five ways to wellbeing that we reference in school. https://www.nhs.uk/mental-health/