



# **Borrow Wood Primary School**

## **Mental Health and Emotional Wellbeing Policy**

**Date:** September 2024

**Date to be reviewed:** September 2026

## **Policy Statement**

At Borrow Wood Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At Borrow Wood we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

## **Scope**

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.

## **Lead Members of Staff**

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

- Zoe Fletcher – Head Teacher, Designated Safeguarding Lead, Designated Teacher for Looked After Children
- Sue Maher – Deputy Head Teacher, SENCO, Deputy Designated Safeguarding Lead, Senior Lead for Mental Health, Mental Health First Aider
- Stephen Handsley – School Mental Health and Wellbeing Lead Governor
- Helen Ball – P.H.S.E. Lead, leading on Relationships Education and Health Education
- Tracey Fletcher – Teaching Assistant/Child and Family Support Worker, Attachment Lead, Youth Mental Health First Aider, Safeguarding Team
- Michelle Dawkins-Smith – Teaching Assistant/Youth Mental Health First Aider
- Teri Ellis - Teaching Assistant/Attachment Lead, Medical Needs, Safeguarding Team

## **Universal Support**

### **Teaching about Mental Health and Emotional Wellbeing**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE scheme of work **PHSE Matters**, developed by Derbyshire Health and Wellbeing Consultants. Lessons are taught weekly in a safe and sensitive manner. Additional lessons are sometimes planned, in response to the specific needs of the class/cohort.

In EYFS children follow the PSED strand of the Curriculum.

Assembly themes throughout the year focus on promoting emotional wellbeing.

Worry boxes are established in all classrooms in Key Stage 1 and Key Stage 2, and in Silver Birch, and staff manage children's worries sensitively on a daily basis.

## **Additional Support**

Additional support is provided for pupils who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

## **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- 'Meet and Greet' for pupils that need support with the transition from home to school
- Learning Mentor time
- Wellbeing and self-esteem groups
- Creative Mentoring
- Personalised support following 'Wishes and Feelings' assessments

- Nurture groups/provision
- Managing emotions resources
- Therapeutic activities
- Zones of Regulation activities
- Support for LGBTQI+ pupils

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

### **Identifying needs and Warning Signs**

When School staff become aware of warning signs which indicate that a pupil may be experiencing mental health or emotional wellbeing issues, they should communicate their concerns with a member of the Safeguarding Team.

Possible warning signs include:

- Irregular attendance and punctuality
- Change in academic progress
- Behaviour erratic
- Changes in activity and mood
- Physical health deteriorating
- Repeated physical pain or nausea with no evident cause
- Over/under eating
- Soiling
- Self-harm/talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Becoming socially withdrawn/isolating themselves
- Hiding inside clothes (making themselves invisible)
- Attention seeking
- No empathy
- Compulsive lying
- Anxiety

### **Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Establish an area in school where parents can access information about mental health and emotional wellbeing
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child

- Signpost families to specialist sources of support
- Host workshops for parents
- Run parent/child after school clubs
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- 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 through our half termly class newsletters

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

### **Training**

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 students safe, as well as information about the range of services available to support children and families facing mental health challenges.

Some staff will also receive the Youth Mental Health First Aid Training.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

<https://www.minded.org.uk/>

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.

### **Staff Support**

Borrow Wood Primary recognise that the staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

The Head teacher, S.L.T. and Governing Body are committed to ensuring that the school

practices support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

The Head teacher, S.L.T. and Governing Body will:-

- Have a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships
- Ensure that decision making processes are clearly shared
- Consult on training and support needs through regular review
- Provide personal and professional development
- Support new staff with an appropriate level of induction
- Provide a programme of support for staff new to a role
- Provide support and dedicated management time for all Phase Leaders
- Provide support and dedicated leadership time for all Subject Leaders
- Operate Performance Management linked to clear job specifications
- Provide extra support from the Head teacher and SLT at certain times of particular challenge and/ or difficulty
- Provide a non-judgmental and confidential support system
- Promote information about and access to supportive services
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school
- Maintain contact with staff when they are absent for long periods (by a named person)
- Review work life balance regularly and take action  
(Actions already taken include: additional PPA time for forward planning, regular dedicated non-contact time for Subject Leadership, meetings and after school events kept to a minimum, admin tasks linked to Teaching and Learning undertaken by Admin Team)

All staff can also access free, confidential support through the Education Support Package through SchoolsUK.

### **Roles and Responsibilities**

- The promotion of Mental Health and Well-being is the responsibility of the whole school staff and governors.
- The Governing Board has adopted this policy and will assess and monitor its impact annually.

