



# PUPIL MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

2024-26

**Purford Green Primary**  
Part of the Passmores Co-operative Learning Community

## **Policy Statement**

At Purford Green 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.

At our school 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 our school 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 and ensure children know that they count
- encourage children to be confident and resilient
- 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 SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies:

- Behaviour
- Anti-bullying
- PSHE
- SMSC
- Supporting Pupils with Medical Conditions
- Intimate Care

It also sits 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:

- The school Mental Health and Wellbeing Leader
- The school Senior Leadership Team
- Pastoral care support staff
- SEND team

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

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching and we will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Whole school assemblies will also address mental health, exploring different feelings we experience and teach ways of managing feelings to help children to have positive wellbeing.

As a school, we will teach children about wellbeing using the recognised 'Five Ways to Wellbeing' strategy.

Children are taught about

Connecting with Others

Taking Notice

Learning New Things

Giving to Others

Being Active

These contribute to positive mental health and wellbeing. My Happy Mind lessons are also incorporated into timetables to support children with learning techniques and strategies for recognising character strengths, setting personal goals, managing difficult feelings and how to be calm.

Whole school events are planned throughout the year linked to national and local mental health and wellbeing initiatives.

### **Targeted support**

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

- Circle time approaches or 'circle of friends' activities.
- Peer support
- Managing specific feelings intervention
- Sessions with the learning mentor
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- One to one/ group counselling with our school counsellor

We also offer daily lunchtime drop-in sessions in our school Wellbeing Base which offers children a quiet place to come and talk and share feelings, concerns or worries they may be having in school or outside of school. Children can explore strategies with adults for dealing with specific feelings in a helpful way.

Lead members of staff meet at least once half termly to review children receiving support and their progress. Teaching staff are asked to identify children requiring additional support for their mental health and wellbeing.

Targets linked to social and emotional skills are created, interventions are put into place and these are then reviewed on a regular basis by the inclusion team to assess the quality of the intervention and its impact on the child. The school makes use of resources to assess and track wellbeing as appropriate including emotional literacy scales

## **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. This is through assemblies, the school website and sharing information on monthly newsletters.

## **Identifying needs and warning signs**

School staff will look for warning signs which indicate a student 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 the designated child protection and safeguarding officer or an identified member of staff responsible for the emotional and mental health of pupils as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

Pupil wellbeing surveys are also used as a means of identifying individual children who may need support with their mental health. Information shared with teachers and pupils who are a concern is followed up by the learning mentor. Survey results are also used to prioritise aspects of mental health and wellbeing to address and action as a whole school.

## **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.
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- 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 school and share ideas for extending and exploring this learning at home.

## **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
- Paediatricians
- CAMHS Children and Adolescent Mental Health Service
- Counselling services
- Family support workers
- Therapists
- Local mental health support teams (MIND)

## **Training**

All staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training. All teachers and support staff receive Trauma Perceptive Practice training to support children's emotional health and wellbeing.

The National College 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 to developing situations with one or more pupils.

### **Review of policy**

This policy will be reviewed every two years.