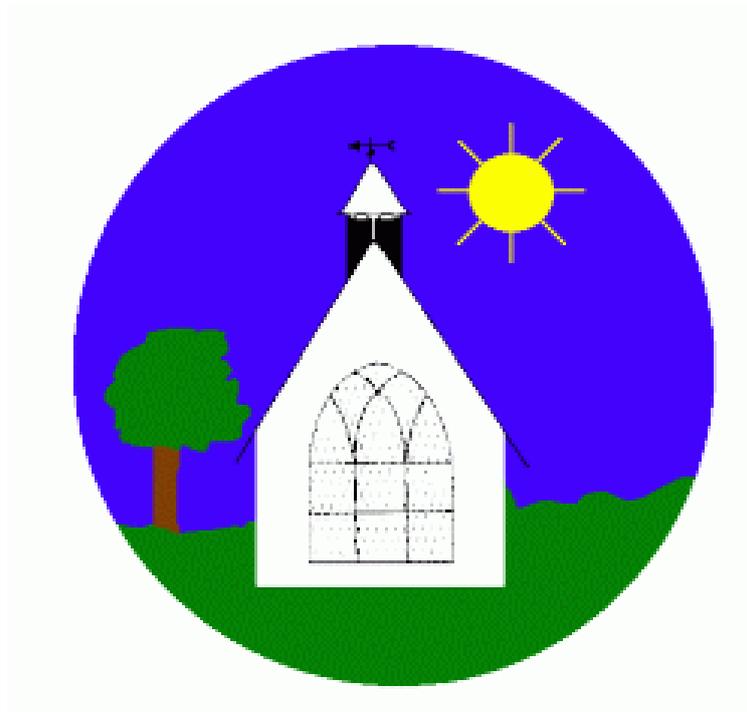


Shine as Lights in the World



St. Michael's Woolmer Green C of E Primary School

Mental Health & Wellbeing Policy

Date of review:
Date of next review:
Responsibility:
Classification:

June 2025
June 2027
LPP
Public

Contents

1. Introduction	2
2. Background	3
3. When should it be used?	3
4. Principles.....	4
Curriculum organisation	4
Pastoral organisation for pupils	6
Pastoral organisation for staff	6

1. Introduction

Our school vision is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our Christian Values and our robust PSHE (including Relationships Sex Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way, shine as lights in the world.

Using the Zones of Regulation each child is encouraged to recognise their own feelings and emotions, developing strategies to self-regulate before reaching the more extreme emotions, to put them in the right place for learning and socialising with others.

We have one Golden Rule, 'To treat one another in a fair and equal way and in the way we wish to be treated.' This is embedded during daily collective worship, PSHE and throughout the day, in class and on the playground.

We support all our families throughout their school journey and pride ourselves on excellent communication. We also recognise that some children may find it more difficult to follow rules and control their behaviour. As a staff we have all been trained in the Hertfordshire Therapeutic programme and have a trainer within our Senior Leadership Team. All staff have a de-escalation script to use with the children and we have designed a clear set of positive consequences and educational and protective consequences within our Pupil Behaviour Policy to ensure continuity and consistency across the school. As a school we support many charities and each year we promote mental health through our 'Hello Yellow' day, raising money for the 'Young Minds' charity.

The wellbeing of all members at St Michaels Woolmer Green Primary School is fundamental to our philosophy and aims. We know that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children and adults who are mentally healthy and resilient will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them
- develop a sense of self and identity

Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with every knockback and unexpected changes.

This Policy Aims to

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils and each other.
- Enable staff to understand how and when to access support; both for themselves and pupils who may struggle with their own mental health.
- Provide the appropriate support to pupils with mental health difficulties.
- Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
- Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

In addition to promoting positive wellbeing for every member of our school, we also aim to respond to mental ill health.

We have a Governor whose link area is Wellbeing. This Governor is Gail Lumsden. Sarah Holden (SENCo Assistant) is our qualified Mental Health Lead and Vanessa Greenwood (Teaching Assistant) is our Deputy Mental Health Lead.

2. Background

The department of Education (DfE) and Health (DH) are committed to improving the mental health and wellbeing of young children.

'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.' Department of Education – Mental health and behaviour in schools. March 2016'

3. When should it be used?

This policy should be used, when concern is raised by a member of the St Michael's community regarding the mental health of a child or member of staff.

Possible warning signs which may indicate that a student or member of staff may be experiencing mental health or wellbeing issues, include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in sleeping/eating habits
- Increased isolation from friends and family, becoming socially withdrawn
- Changes in activity or mood
- Lowering academic achievement
- Talking or joking about self-harm
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Skipping PE or getting changed secretly

- Lateness or absent from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Changes in personal hygiene or consistent poor hygiene

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. For lower-level concerns Sarah Holden is our trained ELSA and following concerns can work to support a child. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders. If a member of staff is concerned about the mental health or wellbeing of a pupil or parent/carer, in the first instance, they should speak to the Sarah Holden or Vanessa Greenwood.

If there is a concern that the pupil is a high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

4. Principles

At St Michael's Woolmer Green School we follow the five ways to Wellbeing, which is promoted by Hertfordshire County Council and every year during our annual wellbeing day. These areas are

- Connect – Connect with people around you
- Be active – Regular exercise
- Take Notice – Be aware of the world around you and how you are feeling.
- Keep learning – Learn new things that will make you more confident as well as being fun
- Give – Link yourself to the community around you.

We will help the children in our school to develop the self-esteem, awareness and self confidence to play an active part in school life and be valued and valuable members of their communities now and throughout their lives.

Curriculum organisation

Wellbeing covers the spectrum of activities in school and the range of educational and health/welfare agencies who support our children and staff. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

Staff use a variety of methods for ensuring sound emotional health and wellbeing for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Nurture groups
- Class teaching and reinforcement of our school and British values
- Rewarding positive behaviour and achievement

- Setting appropriately challenging tasks
- Breaks from class when required
- Provision of stress relief toys
- Work broken into small chunks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Clear and publicly available school policies in areas such as Anti bullying, Behaviour and Child Protection.

The delivery of personal, social, health education and citizenship is fundamental to our promotion of emotional health. Through the Jigsaw programme (a mindful approach to PSHE) and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

In addition, we will ensure that

- Opportunities to experience challenges in the outdoor environment are taken
- Pupils are encouraged to act as role models within the school environment
- A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school posters are displayed and through our communication channels (newsletters, website), we will share relevant information about local and national support services and events.

The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

We work closely with the school nurse and school family worker, in supporting the emotional and mental health needs of our pupils. This could be informal drop in sessions for parents, parenting courses, or closer involvement with one to one discussions.

We work closely with other professional as well as offering the following provision in school:

- Drawing & talking Therapy
- Protective Behaviours
- Zones of Regulation
- Individual Mentoring
- Forest School

- Nurture Group at lunchtimes
- Circle of Friends
- Restorative Approach to behaviour

We see parental involvement as a vital part of emotional well-being. The views, wishes and feelings of the pupil and their parents/carers should always be considered, regular opportunities exist to promote partnership with parents/carers, including:

- Pupil Progress Meetings twice each year
- Meetings with SENDCo & mental health lead
- Parent Forum meetings
- Offering support to help parents or carers develop their parenting and academic skills, for example 'How to read with your child'
- Workshops for reading, phonics and maths
- Transition meetings with the 'new' class teacher and informal book looks.
- PTA events organised and run by The Friends (colour run, Christmas and summer fair).
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions
- Providing an open-door policy
- Working hard to develop a close relationship with parents and carers which allow us to offer support
- Annual parental and child questionnaires, to help us build on what we do best and identify areas for improvement
- Meeting with parents regarding issues/concerns regarding their child's wellbeing
- Assessment of pupils social and emotional needs.
- Coffee mornings

Pastoral organisation for pupils

Alongside high quality in class pastoral support, we have experienced Teachers and Teaching Assistants who work together to support certain individuals and groups that may be experiencing emotional and behavioural difficulties.

We actively promote the support that can be provided by a range of agencies. Where appropriate, our SENCo or the SENCo assistant may become involved to support a child experiencing emotional and behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Our SENCo is Mrs Sudan and our SENCo Assistant is Mrs Holden

senco@woolmergreen.herts.sch.uk

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of St Michael's Woolmer Green. We believe that a well-supported, valued staff with clear and shared purpose are best placed to provide emotional wellbeing for children in their

care. We at St Michael's will be aware of signs of stress of our fellow work colleagues and support and signpost where needed. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives. We encourage flexible working where possible (PPA taken at home) and where appointments etc cannot be made outside of school hours.

We follow guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. A clear system of line management exists to monitor and support staff needs.

This policy should be read in conjunction with:

- Child Protection Policy
- Absence Policy
- Staff Code of Conduct (staff handbook)
- Pupil Behaviour Policy
- Whistleblowing Policy

If a member of staff has concerns about themselves or a colleague, they should speak to our **Mental Health Team**.

Please click on [this link](#) to take you to our wellbeing page on our website.

Below is the link to the Hertfordshire services for mental health and wellbeing, including the Mental Health Directory

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/mental-health-and-wellbeing.aspx>