



Mental Health and Wellbeing Policy

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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Christian Vision

This policy has been written and/or adopted with our Christian Vision in mind:

Inspired by the **compassion** of the Good Samaritan, we:
treat one another with **respect** and **kindness**,
using **courage** and **creativity** to help us as we grow and learn.





Policy Statement, Aims and Purpose

At The BAWB Federation, we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures, we aim to provide a safe and supportive environment for all.

We use the World Health Organisation's (WHO) definition of mental health and wellbeing: "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".

Mental Health and Wellbeing difficulties can have an enormous impact on children and young people's quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also aim to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- all children are valued
- children have a sense of belonging and feel safe
- children feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.



A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent difficulties before they arise or worsen.

This encompasses seven aspects (that incorporate Public Health England's 8 principles of a whole school approach)

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands, including leadership and management that supports and champions efforts to promote emotional health and wellbeing and listen to the views of pupils
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services and monitoring the impact of interventions
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

Links to other policies:

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, PSHE, SEND, staff code of conduct and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

Key staff members:

- Designated Safeguarding Lead – Vicky Collins (EHT)
- Designated Deputy Safeguarding Leads – Scott Greenway, Eleanor Harrison and Matthew Scrafton
- Staff Mental Health Champion – Scott Greenway
- Children's Mental Health Champion – Hollie Telford
- SENCO – Vicky Collins (EHT)
- Designated Mental Health and Wellbeing Governor –
- PSHE Coordinator – Hollie Telford

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective/ risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health difficulties and ensure that children with mental health needs get early intervention and the support they need.



At The BAWB Federation, we define Mental Health and Resilience as:

Good Mental Health

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- experience happiness and can play and learn
- develop a sense of right and wrong
- are aware of others and empathise with them
- use and enjoy solitude
- develop a sense of identity
- resolve problems, conflicts and setbacks and learn from them

Resilience is when children show healthy development in spite of adversity. Fostering resilience, particularly in children, requires strengthening and developing skills within families and communities, as well as personal resources to help anticipate, manage and cope with adverse events.

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health difficulties. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- weekly 'No Outsiders' assemblies to raise awareness of mental health.
- 'Buddy Monitors' – a lunchtime group supporting younger/ vulnerable children at lunchtime.
- individual transition plans for children identified as feeling anxious regarding change
- school council who publicises key dates and activities for awareness days

Transition programmes

- transition programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- extra transition days for children with SEMH and/or SEND needs, when moving onto new classes/ secondary schools.

Class activities

- dojos, a mechanism where children can be praised for effort applied, tasks achieved and a collaborative attitude are given freely and work towards public praise.
- worry boxes- where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- mental health teaching throughout the day and within dedicated PSHE lessons
- circle time

Whole school



- half-termly 'No Outsiders' focus books for each class – explores a range of protected characteristics
- anti-bullying week and activities
- national Children's Mental Health Week/Mental Health Awareness Week
- displays and information around the school about positive mental health and where to go for help and support (No Outsiders and Mental Health and Wellbeing display)
- growth Mindset
- class PSHE charter
- opportunities to do more physical activity and link being physically active to positive mental health
- celebration assemblies to celebrate achievements termly
- teachers trained to deal with conflicts using the 'Restorative Practice' approach

Small group activities

- 1:1 cognitive behavioural therapy interventions
- resilience and group work training – 'Hero-Quest' afternoon club
- 1:1 check-in sessions and dedicated time for this
- Lego Therapy
- 1:1 Theraplay interventions

Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health difficulties. Please see our PSHE policy for more information.

Section 1 – Health and Welfare of Pupils

Mental Health Difficulties in Children

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age. These children could be described as experiencing mental health problems or disorders.



Mental health professionals have defined these as:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g., stealing, defiance, fire-setting, aggression and anti- social behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g., delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g., children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- other mental health problems including eating disorders, habit disorders, post- traumatic stress syndromes; sleep disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder.

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. 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, in the first instance, they should speak to the Designated Safeguarding Lead. If there is a concern that the pupil is a high risk or in danger of immediate harm, the school's safeguarding 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.

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the parents, and relevant professionals.

Teaching and Learning

For all pupils with mental health needs reasonable adjustments will be made to ensure full access to the curriculum. These may include:

- breaks from class when required (use of the haven space);
- provision of stress relief/ fiddle toys (where appropriate);
- work broken into small chunks;
- individual behaviour plans

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 (noticeboards, electronic display boards etc.) and through our communication channels (newsletters/ 'Dojo story', website), we will share and display relevant information about local and national support services and events.



Warning Signs

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 alert the Designated Safeguarding Lead and record interactions using our secure platform CPOMS.

Possible warning signs, which all staff should be aware of include:

- physical signs of harm that are repeated or appear non-accidental
- changes in eating / sleeping habits
- increased isolation from friends or family, becoming socially withdrawn
- changes in activity and mood
- lowering of academic achievement
- talking or joking about self-harm or suicide
- abusing drugs or alcohol
- expressing feelings of failure, uselessness or loss of hope
- changes in clothing – e.g., long sleeves in warm weather
- secretive behaviour
- skipping PE or getting changed secretly
- lateness to, or absence from, school
- repeated physical pain or nausea with no evident cause
- an increase in lateness or absences

Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with other professionals such as:

- Educational Psychologist
- Child Psychologist
- Emotional Health Service
- Inclusion Support Service
- Young Carers
- SEN Hub
- Early Help service

When thresholds are met referrals may be made to:

- Emotional Health Service
- CAMHS
- Young Carers



- Family Support Team
- Children's Services

In some cases, a multi professional meeting will be arranged to discuss the case further.

Some children will neither meet thresholds nor be able to access individual therapies. As a school we attempt to offer one to one pastoral support for these pupils. This may be delivered by an individual behaviour plan.

Managing Disclosures

Any disclosure must be recorded on an expression of concern form and passed to the Designated Safeguarding Lead. All safeguarding concerns will be treated in confidence and we will follow the safeguarding policy. For more information about Safeguarding, including our policy, visit the Safeguarding page on our website.

Section 2 – Health and Welfare of Parents and Carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc.

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

Working closely with our local partners including the Children's Centre, Health Care professionals and partner schools

- meeting all EYFS parents in person
- encouraging parents into school for events such as cafes/ bake sales, assemblies, end of year festival, drop-in sessions, parent forum, church services
- offering 1:1 SENDCO Parent meetings
- ensuring all parents are aware of how to promote social and emotional wellbeing and prevent mental health problems
- highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.)
- offering support to help parents or carers develop their parenting and academic skills
- working hard to develop a close relationship with parents and carers which allow us to offer support through offering meetings and regular discussions

Section 3 – Health and Welfare of Staff and Governors

We recognise that a healthy happy workforce is required to deliver the best education for all our pupils. Our expectation is that staff have a responsibility to support their own mental health by accessing



appropriate support, looking after their own mental health and to develop resilience and coping strategies. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives.

We offer the following to support our staff's positive mental health:

- a dedicated staff room for relaxation and healthy eating
- a dedicated staff study room for PPA and time out of class
- we organise a number of social events throughout the year for staff to participate in
- we invite a 'bring and share' lunch INSET dates to promote good relationships and give time for staff to socialise
- SLT have an open-door policy for all staff
- SLT proactively support staff who are experiencing mental health difficulties
- take staff mental wellbeing into consideration when deploying staff to various roles around school.
- reasonable adjustments for staff with recognised mental health issues
- signpost staff to appropriate support mechanisms such as 'Health Assured', 'Local Offer' and the GP
- staff meetings are held weekly where individuals can air their views and feel supported
- staff meetings cancelled for school events such as IEP reviews, MTP planning, parents' evening
- a supportive and generous non-sickness and absence policy
- celebrate staff special occasions
- recognise individual staff strengths through initiatives such as kind words; positive mentions in newsletters; individual and public thanks and praise; feedback from observations; learning walks
- staff mental health champion – this is a member of the SLT with an open-door policy who is a point of contact for all staff
- encourage and support staff to put into perspective the everyday challenges of working with pupils
- help staff to set professional boundaries for themselves such as not sharing their telephone numbers; not texting parents with personal phones, not accessing emails when out of school (not having email linked with personal device) and not having their phones out during Curriculum time
- remind staff not to share personal details such as phone numbers and not to interact with parents on social media. Staff with children in school should be aware and take measures to protect themselves. For example, set high privacy settings on Facebook
- flexible working applications are always seriously considered within the confines of what is best for the pupils
- no expectation to be at work outside of contracted/directed hours

Training

Annual training takes place for all staff as part of the safeguarding. Other specific training will be utilised as appropriate.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be offered throughout the year where it becomes appropriate.



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

Suggestions for individual, group or whole school CPD should be discussed with Executive Headteacher, Vicky Collins, who can also highlight sources of relevant training and support for individuals as needed.

This policy should be read in conjunction with:

- Safeguarding Policy
- Managing Sickness and Absence Policy
- Non-Sickness Absence Policy
- Code of Conduct

If a member of staff has concerns about themselves or a colleague, they should speak to our Staff Mental Health Champion - Scott Greenway - or, the Executive Headteacher, Vicky Collins.