

Gossops Green Primary School



Emotional Health & Wellbeing Policy

Approved by: LGB
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Staff Member Responsible: Wellbeing Lead
Link Governor: Annie Macfarlane

Excellent COMMUNICATION is at the heart of everything we do.

At Gossops Green Primary School we believe that COMMUNICATION is the KEY to unlocking the potential for every learner to be successful.

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1. Policy Statement

At Gossops Green Primary we are committed to supporting the mental health and wellbeing of all pupils, parents, carers, staff, other stakeholders and the local community.

2. Scope

This policy is intended to:

- Provide guidance to school staff on our schools approach to promoting positive mental health and wellbeing across the school community
- Inform pupils and parents of the support that they can expect from the school in respect of supporting mental health and wellbeing
- This policy should be read in conjunction with other school policies (see *Section 12*)

3. Legal Basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

4. Moral Purpose

We aim to provide a healthy and caring environment that is inclusive and sensitive to all children and staff, through consideration of equity and responsiveness to need in looking after ourselves and each other. We believe that:

- Healthy, positive, personal mental and emotional health creates individuals who contribute meaningful to a community

- We have a collective responsibility to build a sense of belonging, nurture support in a community free from fear of judgment or discrimination
- Understanding that we all have mental health is the key to supporting all to thrive and understand that this can be achieved through building positive relationships, developing resilience, encouraging growth mindset and expanding emotional intelligence

In developing or implementing a positive, whole school approach to mental health that permeates through all strands of school life

- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

5. Policy Aims

These aims have been written with reference to the DfE's *Eight Principles to promoting a whole school or college approach to mental health and wellbeing*.

- **Leadership and Management – that supports and champions efforts to promote emotional health and wellbeing through the following strands of school life;**
 - **Curriculum Teaching & Learning** – to promote resilience and support social and emotional learning
 - **Ethos & Environment** – that promotes respect, values diversity and puts inclusivity at its core
 - **Pupil Voice** – to influence decisions for their own wellbeing in school and develop their own understanding of positive mental health and strategies to engage in maintaining it
 - **Targeted Support** – to engage the most appropriate interventions and signpost or refer to universal and specialist support, with compassion and without judgement
 - **Working with Parents & Carers** – to promote a holistic approach where the benefits reach beyond the school gate
 - **Staff Development** – to support staff wellbeing as well as that of our students, so that positive mental health becomes a universal language used within school
 - **Identify Need & Monitor Impact** – to ensure responses continue to be flexible to the changing needs of the school community and a commitment to continue to improve and maintain good mental health for all.

6. Teaching about Mental Health & Wellbeing

Gossops Green's *Graduated Approach to Mental Health and Wellbeing*:

a) Universal Level

The focus is on embedding social development and emotional literacy alongside academic achievement. To do this;

- We will continue to provide the skills, knowledge and understanding needed by our students and staff to keep themselves mentally healthy and safe, whilst recognising when external, expert intervention is needed for poor wellbeing and mental health and signposting for this
- This will be worked through our PSHE curriculum (SCARF), assemblies, school community events, staff training and the school Wellbeing Forum, as well as being supported with consistent, inclusive materials such as classroom emotional toolkits, mood scale check-ins and mindfulness and breathing exercises used across the whole school
- The specific content of lessons will use SCARF guidance to ensure that we teach mental health and emotional wellbeing issues in an age appropriate, safe, and sensitive manner
- We aim to be a school that is proactive in maintaining good wellbeing and mental health, with positive and protective factors in place to mitigate the risk factors of poor mental health

b) Selective Level

The school will offer support to reach identified individual pupils or groups of pupils that we know are at risk of developing poor wellbeing or mental health due to specific circumstances (short term or ongoing) and may include pupils facing bereavement, poverty, domestic violence, young carers, in care pupils, SEND pupils, ethnic minority pupils and LGBTQ pupils amongst others. This approach may include:

- Nurture Team support
- SEN/SEMH support
- ELSA support
- Children's Champion support
- Targeted use of managing feelings/emotions resources (worry boxes/anxiety soothers/self-regulation activities/journaling etc)
- Small group work
- Therapeutic activities including art, Lego, and relaxation/mindfulness techniques

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

- Entry & Exit questionnaires to every wellbeing intervention given (highlighting strengths and difficulties)
- The Boxall Profile
- Sensory Profile

c) Targeted Level

The school will work where appropriate, with external agencies, organisations, charities and offer support to reach identified individual pupils or groups of pupils that we know are at risk of developing poor wellbeing or mental health due to specific circumstances (short term or ongoing). This may include pupils facing bereavement, poverty, ethnic minority pupils, LGBTQ pupils, and SEN pupils amongst others.

7. Signposting

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

We will use the *Graduated Approach* to help identify needs and warning signs. Staff may also complete wellbeing surveys with their pupils where appropriate, aimed at identifying a range of possible difficulties which may include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs will communicate these identified concerns with a Designated Safeguarding Leader (DSL).

8. Working with Parents/Carers

To support parents/carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and enable parents to access sources of further support e.g., through parent forums or school social media channels

- Ensure 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 child/ren
- 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
- Work with external agencies and partners supporting the child/family

9. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training, to enable them to keep students safe.

The *MindEd Learning Portal* provides free online training suitable for staff wishing to know more about specific issues linked to children's health and wellbeing:

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

Training opportunities for staff whose role requires more in-depth knowledge will be considered and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with pupils.

10. Whole School Awareness through the Wellbeing Forum

The Wellbeing Forum helps to ensure that emotional health and wellbeing is kept firmly at the centre of school life. The Wellbeing Forum consists of a cross section of staff as well as the Change Champion pupils, to ensure both staff and pupil voices are represented. The Wellbeing Forum will be responsible for ensuring our Emotional Health and Wellbeing Policy is reviewed annually and remains relevant, as well as ensuring active, whole school, wellbeing commitment goals are being met.

11. Staff Wellbeing

The staff can only best support pupils' wellbeing if their own emotional health and wellbeing is maintained and looked after too.

- The school will endeavour to assist staff with their own wellbeing awareness and maintenance through ensuring all staff know what support services are available to them both in and out of school
- The Senior Leadership Team will:
 - endeavour to minimise workload to support staff
 - Provide the necessary equipment to support staff to undertake their job
 - Give as much notice as is possible of events and key dates to enable staff to plan for them
- A safe space and confidentiality is provided to staff in school

- Staff wellbeing surveys will be offered and the school commits to addressing any difficulties that staff are having as well as considering how we can aid them
- Staff will receive clear signposting to appropriate support services and organisations
- A variety of staff events and activities will be offered that promote a cohesive team where working together and listening to each other provides the best foundation for our school community

12. Links to Other Policies





This policy should be read in conjunction with our:

- SEND Policy in cases where pupils mental health needs overlap with these
- Behaviour Policy (including Anti-Bullying)
- PSHE Policy
- Safeguarding Policy (and child protection procedures)

Appendix 1

A list of available emotional and mental health resources available to children, parents and staff (also listed on our website).

	<p>NHS Every Mind Matters</p> <p>Having good mental health helps us relax more, achieve more and enjoy our lives more. We have expert advice and practical tips to help you look after your mental health and wellbeing.</p> <p>https://www.nhs.uk/oneyou/every-mind-matters/</p>
	<p>CAMHS Resources</p> <p>Helpful resources to support mental health and wellbeing through this Childrens Services provider.</p> <p>https://www.camhs-resources.co.uk/</p>
	<p>Young Minds</p> <p>Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.</p> <p>Advice on depression, anxiety, ADHD & self-harm. Young Minds Parents Helpline: 0808 802 5544 (9.30 to 4.00pm, Mon- Fri). We offer free, confidential online and telephone support, including information and advice, to any adult worried about the emotional problems, behaviour or mental health of a child or young person up to the age of 25.</p> <p>https://youngminds.org.uk/</p>

	<p>NSPCC</p> <p>Recognising the signs that a child may be struggling with their mental health can be really hard. The NSPCC has got advice to help you support children who may be experiencing depression, anxiety, suicidal feelings or self-harm.</p> <p>www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/</p> <p>They have also collated 25 books designed to validate and help children who are worried or anxious interpret how they are feeling.</p> <p>https://library.nspcc.org.uk/</p>
	<p>Childline</p> <p>ChildLine is a private and confidential service for children and young people up to the age of nineteen. You can contact a ChildLine counsellor for free about anything – no problem is too big or too small. Telephone: 0800 1111</p> <p>https://www.childline.org.uk/</p>
	<p>Anna Freud</p> <p>Work in collaboration with children and their families to transform children and families’ mental health.</p> <p>https://www.annafreud.org/</p>
	<p>Mentally Healthy Schools</p> <p>Quality-assured information, advice and resources to help primary schools understand and promote children’s mental health and wellbeing.</p> <p>https://www.mentallyhealthyschools.org.uk/</p>



Crawley Bewbush Family Hub

Family hubs offer a range of activities and support to parents and carers, for children and families. Many hubs are open for drop in and play sessions during opening hours. You can also pop in, or phone, to speak to their friendly staff and access information, advice and guidance on a whole range of issues affecting you and your family.

There are also public-access computers at the hub to use, free of charge.

[Crawley Bewbush Family Hub - West Sussex County Council](#)



Action For Children

Offering a free and live 1:1 chatline, Action for Children are able to answer your questions and give you free advice and support with a non-judgemental, confidential approach and guidance.

[Behaviour - Support for Parents from Action For Children](#)