



Pine Green and Evergreen Mental Health and wellbeing Policy

Procedure Originator:	Rebecca Willaims
Approved By:	Daniel Hartley
Queries to:	The office (Pine Green and Evergreen)
Review Interval:	3 years

Last Review:	June 2025
Reviewed by:	Academy Council - Daniel Hartley
Date of Next Review:	June 2027

Terms of Reference

Following consultation with stakeholders, the universally agreed definition for terms within this document and the wider school community are as follows:

Mental health:

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

Wellbeing:

Well-being can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.

Policy Statement

At The Greens', we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, care givers, academy councillors).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role 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.

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.

Teaching About Mental Health

At The Greens' we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their own and others' emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, care givers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health, thereby reducing the stigma attached to it.

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.
- Enabling access to appropriate support.
- Mental Health support and PSHE lessons for all year groups

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.
- Nurture groups to focus on mental health, resilience and wellbeing.

Staff roles and responsibilities, including those with specific responsibility:

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

Named Mental Health Lead – Rebecca Williams

DSL – Daniel Hartley

DDSL – Charmaine Clarke-Putzgruber, Dickon Taylor, Stu Williams

SENCO – Sarah Long (Pine Green), Lena Kearsley (Evergreen)

Youth Mental Health First Aiders – Mark Guy, Rebecca Williams

Mental Health First Aiders – Annette Keogh

Mental Health on the Curriculum:

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. This also supports our pupils to develop empathy towards those experiencing mental-ill health, and normalises conversations that may previously have been stigmatised.

The specific content of lessons will be determined by the individual needs of the cohort we're teaching but we also use guidance from the PSHE Association, Young Minds and Kooth to ensure that we teach about mental health and emotional wellbeing issues in a safe and sensitive manner.

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.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.

- Managing emotions resources.
- Primary Group Work/Mental health and wellbeing groups/ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

Signposting:

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

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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 communicate their concerns to the DSL or DDSL

Possible warning signs include:

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

Assessment, Interventions and Support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teacher's/teaching assistants and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with Care Givers.

Care givers can approach their child/children's class/form teacher or teaching assistant if they have mental health concerns. This will be cascaded to the DSL/DDSL where appropriate.

To support families, we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers, teaching assistants, DSL/DDSL OR SENDCO will:

- Contact care givers to discuss the outcome of any assessment (Although there may be cases, care givers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost care givers to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how care givers can support their child through strategies or signposts to parenting support groups.

Working with Specialist Services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Educational Psychology Services
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family Support workers
- Counselling Services

Training

As a minimum, all 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 pupils safe. The MindEd learning portal 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 CPD cycle where it becomes appropriate due to developing situations with one or more pupils.

Links to Other Policies

This policy links to our Child Protection Policy, Anti Bullying, SEND Offer, and our Behaviour Policy.

Monitoring and Evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every three years.