

# Mental Health and Wellbeing Policy for Children



Approved by:	SDP & P Committee of Governors	Autumn 2025
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Last reviewed on:	Autumn 2024
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Next review due by:	Autumn 2026
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This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

### **Policy Statement**

At Crescent 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 different 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:**

- support children to understand their emotions and feelings
- support children in feeling comfortable sharing any concerns or worries
- support children socially to form and maintain relationships
- Promote self-esteem and ensure children know that they count
- Encourage children to be confident and 'dare to be different'
- support 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 different 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 Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Child Protection, Anti-bullying, and RSHE policies. It should also sit alongside all 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:

- Zoe Cheetham- Mental Health and Emotional wellbeing lead & SENDCO
- Lisa Harris - Family Support Worker
- Sue Senior- Emotional Literacy Support assistant -ELSA
- Jenny Hollywood - Emotional Literacy Support assistant -ELSA
- Rachel Spray, Sally Hamilton & Paul Matthews – DSL's

## Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental RSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we also use the RSHE curriculum to ensure that we teach 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.
- Zones Of Regulation – whole school approach
- Managing feelings resources e.g. 'worry boxes'
- Managing emotions resources
- ELSA support for individuals and small groups
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

## 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.

## Identifying needs and warning signs

All staff are well trained in identifying a range of possible difficulties including:

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

and understand that 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

These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead through the CPOMS recording system.

### **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
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, 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 RSHE 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:

- Healthy Family Team
- Educational psychology services
- Behaviour support through SAP pupil referral
- Paediatricians
- CAMHS (child and adolescent mental health service)

- Counselling services
- Pupil Family support worker

## 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 students safe.