

Woodlands Schools



Mental Health and Emotional Wellbeing Policy

This policy includes the EYFS, Little Acorns and before and after school provision

Excellence for all through teaching, learning, opportunity and achievement

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Aims

Woodlands Schools Limited are committed to supporting the emotional health and wellbeing of our children and staff.

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

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. Mental Health issues could include, but are not limited to :

- relationship problems
- eating or body image issues
- bullying (including cyberbullying)
- depression
- worry or anxiety
- self-harm

We take the view that positive mental health is everybody's business and that we all have a role to play. We:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Encourage children to be confident and 'dare to be different'
- Help 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 their 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.

Lead Members of Staff

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

Hutton Manor

- Donna Burkert Head Teacher / DSL
- Samantha Lott Deputy Head Teacher / DDSL

- Anne Wilson SENDCo / Pastoral Lead KS1 & KS2
- Karen Archer EYFS Pastoral Lead / Mental Health Lead

Great Warley

- Kirsty Kernaghan Head Teacher / DSL
- Catherine Duthie Deputy Head Teacher / DDSL
- Madeleine Raymond Mental Health Lead
- Vivienne Parker SENDCo / Pastoral Lead KS1 & KS2
- Catherine Duthie EYFS Pastoral Lead

Little Acorns Hutton Manor

- Jackie Wilson Nursery Manager / DSL

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 PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also 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
- Managing feelings resources e.g., 'worry boxes'
- Managing emotions resources
- Primary Group Work / Mental health and wellbeing 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 will complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Approach to learning
- Physical indicators
- Negative 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 should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL or the emotional wellbeing lead as appropriate.

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

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
- 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 PSHE 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:

- Educational psychology services
- Behaviour support e.g. SNAP, ADDUP
- Paediatricians
- CYPMHS (Children and Young People's Mental Health Services)
- Counselling services
- Family support workers
- Therapists

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.

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 performance appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.