



**Woodlea Primary School**  
**Policy For Positive Mental Health and Wellbeing**

Reviewed by	Senior Mental Health Lead – Jennifer Rice
Reviewed in	Autumn 2025
Status & Review Cycle	Annually
Next Review date	Autumn 2026

## Policy Statement

*'Mental health is 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.'* (World Health Organization)

At Woodlea, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

Through our core values; caring, respect, curiosity and resilience we have a supportive and caring approach where each individual and contribution is valued.

We endeavour to ensure all of our community 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 Woodlea, 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.

This policy is intended as guidance for all and describes the school's approach to promoting positive mental health and wellbeing.

## Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- Designated Safeguarding Lead – Mrs Nina Gambier
- Designated Deputy Safeguarding leads –Mr Daniel Cole and Miss Jennifer Rice
- SENDCO – Miss Jennifer Rice
- Senior Mental Health Lead – Miss Jennifer Rice
- PSHE Coordinator – Mr Daniel Cole
- Governor – Mrs Nicola Bail

## Section I – Health and Welfare of Pupils

### Mental health problems in children

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. 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 antisocial 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 leads. 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 Support Plans (ISP)

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 Mind Works (CAMHS) or another organisation, it is recommended that an Individual Support 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
- Provision of stress relief toys
- Work broken into small chunks
- Individual behaviour plans

### Curriculum

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe is taught through the PSHE curriculum. At Woodlea, we use SCARF to ensure coverage of all aspects including Mental Health and Wellbeing.

In addition we will ensure that:

- Opportunities to experience challenges in the outdoor environment are taken
- Pupils are encouraged to act as role models within the school environment

- A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

### 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, website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

### 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 safeguarding leads.

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 Mind Works, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. We work closely with the Mind Works and C-SPA in supporting the emotional and mental health needs of our pupils.

We work closely with other professionals such as:

- Educational Psychologist
- Mind Works
- Specialist Teachers for Inclusive Practice
- Young Carers
- Inclusion and attendance Officer
- Early Help service

In addition, we offer the following provision in house:

- Individual Mentoring
- Zones of Regulation
- ELSA

When thresholds are met referrals may be made to:

- C - SPA
- Mind Works (CAMHS) including partners at Barnardo's, YMCA, Learning Space and Children's and Well Being Practitioner (CWP)
- Young Carers
- Family Support Team
- Children's Services
- School Nurse

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 CPOMs or a pink slip and assigned or 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 to discuss their family circumstances
- Encouraging parents into school for events such as Parent and Carers Days
- Ensuring Senior Leadership Team (SLT) attendance at all PTA events
- Offering 1:1 SENDCO Parent meetings
- Offering parents the opportunity to meet MindWorks partners (YMCA/Barnardo's/Learning Space)
- Ensuring all parents are aware of how to promote social and emotional wellbeing and prevent mental health problems e.g. SEND Coffee Mornings and use of The Bridge at Warlingham Secondary School
- 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, for example 'How to read with your child' sessions.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with childcare. We recognise this might involve liaison with family support agencies.
- Providing an open door policy with the Head Teacher.
- Working hard to develop a close relationship with parents and carers which allow us to offer support

## Section 3 - Health and Welfare of Staff

We recognise that a healthy happy workforce is essential to facilitate 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.
- Employee Assistance Programme
- We are part of the Human Resources Service Level Agreement giving staff access to the Staff Shop.
- We provide a well being portal on the landing page which provides a range of information to support well being
- We organise a number of social events throughout the year for staff to participate in.
- SLT have an open door policy for all staff.
- SLT proactively support staff who are experiencing mental health difficulties.
- Annual wellbeing INSETs
- Leadership consider staff's well being when making decisions
- Consider staff's mental wellbeing when deploying staff to various roles around school.
- Make reasonable adjustments for staff with recognised mental health issues.
- Sign post staff to appropriate support mechanisms such as local clergy, charities, GP.
- Staff meetings are held weekly where individuals can air their views and feel supported.
- Weekly staff briefings for all staff to ensure clear and concise communication.
- All communication with parents is via the school office, staff emails are not shared with parents.
- A supportive and generous non-sickness absence policy.
- Celebrate staff special occasions.
- Recognise individual staff strengths through initiatives such as 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 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.

- Pastoral support
- No expectation to be at work outside of contracted/directed hours.

### Training

Annual training takes place for all staff as part of the safeguarding training. 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 the Senior Leadership Team, 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
- PSHE and RSE Policy