



# Mental Health Policy

## Excellence for All

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Next update	December, 2027
Committee	Pupils & Personnel
Executive Headteacher	Mr Ben Waldram
Chair of Governors	Mr Pete Cumberland

Revision date	Author of changes	Summary of changes
New policy	Jen Stirling	New policy

If you have any concerns about safeguarding, please contact us on the email below or scan the code to see the safeguarding page on our website.

[safeguarding@fernwoodprimary.co.uk](mailto:safeguarding@fernwoodprimary.co.uk)





## Well-being policy

### MISSION STATEMENT

At Fernwood Primary and Nursery School, we are committed to supporting the emotional health and wellbeing of our pupils, staff and parents/carers. We respect and value our rich and diverse community, including individuals who have SEND and SEMH needs. The well-being action plan is informed by pupil voice, staff surveys and on-going feedback from our staff, to support the ever-changing needs of our school and families.

The school seeks to maximise the potential of the children placed in its care, within an inclusive atmosphere and environment.

The school is concerned to promote the social development and self-worth of each child within the inclusive ethos of the school and within the context of the wider community.

### 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 Fernwood Primary and Nursery School, we aim to promote positive mental health for all children and adults within 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.

At our school we aim to:

- Promote positive mental health in all staff and students
- 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.
- Promote self-esteem and ensure children know that they count "Every Interaction Matters".

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- Help children to develop emotional resilience and to manage setbacks.
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with children with mental health issues

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.

### **Objectives**

To promote life skills across the curriculum so that pupils will learn about mental, emotional, social and physical wellbeing.

To ensure that the good health, wellbeing and mental health of all who work in this school is promoted effectively

To ensure that the school has a wide range of appropriate policies and strategies in place to ensure that good health, well-being and mental health of all.

### **Strategies**

- We will appropriately promote the health, wellbeing and mental health of pupils across the subjects of the curriculum taking account of their age and stage.
- Staff will help pupils to acquire the relevant knowledge and understanding of the human body and how it works and of the social and emotional factors that influence health.
- To have a Senior Mental Health Lead and link governor for mental health with responsibility for the oversight of this policy and strategy for ensuring the mental well-being of all in this school.

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- All staff will encourage pupils to make informed choices and take appropriate decisions to help ensure that they understand the importance of a healthy lifestyle that also promotes good mental health.
- We will foster links between school, home and community and appropriate outside agencies so that all are involved in a collective responsibility for promoting good health and good mental health.
- We will ensure there are external links to relevant help sites on the [website](#).
- We will ensure that the curriculum, homework, testing and assessment and teaching and learning strategies take account of pupils' well-being and mental health.
- We will provide safe and healthy working conditions for all in school.

### Outcomes

- Fernwood is committed to promoting and maintaining the good health and wellbeing, and mental health, of everyone here and we will work together with parents/carers and the local community and appropriate outside agencies to enable pupils to make healthy informed choices and to promote the health, mental health and well-being of all.

### Key Points and Principles

- At Fernwood Primary and Nursery School, we recognise that we have a central role to play in enabling our pupils to be resilient, and to support good mental health and wellbeing.
- Education about relationships, sex and health are important vehicles through which we can teach pupils about mental health and wellbeing.
- A consistent whole school approach is essential to promoting positive mental health and wellbeing.
- School staff cannot act as mental health experts and must not try and diagnose conditions. However, there are clear systems and processes in place for identifying possible mental health problems.
- As set out in chapter 6 of the statutory SEND 0-25 years Code of Practice 2015, school needs to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively. Staff also need to be aware of the duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability.



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- When staff suspect a pupil may have a mental health problem, they must use the graduated response process (assess-plan-do-review) to put appropriate support in place. We will refer to the mental health provision map (see appendix).
- It is important that staff at Fernwood Primary and Nursery School have an understanding of the local services available, as well as national organisations. The school's Designated Lead for Mental Health will work closely with the SEND Lead and Assistant SENCOs in order to ensure that the list of local services available remains up to date.

### **Our School Environment**

**At Fernwood Primary and Nursery School there is a mentally healthy environment where children:**

- have opportunities to participate in activities that encourage belonging (e.g. Fernwood Festival, Elf Walk)
- have opportunities to participate in decision-making (e.g. School Council, Year 6 helpers and Eco reps)
- have opportunities to celebrate academic and non-academic achievements (e.g. WOW and merit assemblies)
- have their unique talents and abilities identified and developed (e.g. Extra-curricular clubs)
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others. (e.g. residential, school trips,)
- have opportunities to reflect (e.g. Assemblies and mental health workshops)
- Are surrounded by adults who model positive and appropriate behaviours and interactions at all times.
- Have a right to an environment that is safe, clean, attractive and well cared for.
- Much of this is encompassed in our wide [Personal Development](#) offer.

**At Fernwood Primary and Nursery School there is a mentally healthy environment where staff:**

- have their individual needs recognised and responded to in a holistic way
- have a range of systems in place to support mental well-being e.g. performance management, briefings, training and termly supervisions.
- have recognition of their work-life balance

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- feel valued and have opportunities in the decision-making processes
- success is recognised and celebrated
- are provided with opportunities for CPD both personally and professionally
- can access support and guidance at times of emotional need

**At Fernwood Primary and Nursery School there is a mentally healthy environment where parents and carers:**

- are recognised for their significant contribution to children and young people's mental health
- are welcomed, included and work in partnership with the school and agencies
- are provided with opportunities to ask for help when needed and signposted to appropriate agencies for support
- are clear about their role, expectations and responsibilities in working in partnership with the school (e.g. home school agreement shared annually, Parents Meetings)
- opinions are sought, valued and responded to (e.g. questionnaires.)
- strengths and difficulties are recognised, acknowledged and challenged appropriately.

### **Lead Members of Staff**

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

- Ben Waldram – Executive Headteacher/DSL
- Lynne Orme – Head of School/DSL
- Di Giles, Richard Hill – Deputy Head of School/DSL
- Lorraine Jones – Deputy Head of School and SEND Lead/DSL/Mental Health First Aider
- Ravi Kaur/Katie Frost/Kirsty Dorrington/Charlotte Newton/Susan Moralee – Phase Leaders/DSL
- Hollie Sorrell/Colette Morris – Assistant SENCO
- Jen Stirling – Well-being Lead
- Minesh Tailor/ Evelyne Thompson – ELSA counsellors



## Mental Health and Emotional Wellbeing Provision

### ELSA (Emotional Literacy Support Assistants)

At Fernwood Primary and Nursery School, we have 2 full qualified ELSAs as trained by The Nottingham City Educational Psychology Team. They are accredited by Educational Psychologists and renew their accreditation annually. The ELSAs in school are Mrs Evelyne Thompson and Mr Minesh Tailor.

### Brighter Futures Through Sport

We have 2 mentors visiting weekly. Zoe Meyrick is the mentor in Key Stage 1 and Lawrence Gorman is in Key Stage 2. The mentors support pupils with self-esteem, confidence, understanding their emotions and managing their emotional wellbeing using sport as a focus.

### Counselling Service from Contacts Counselling and Therapy

We have a Counsellor visiting weekly. The counsellor carries out 1:1 sessions in a package of care to meet the child's mental health and emotional wellbeing needs.

Any member of staff who is concerned about the mental health or wellbeing of a child or parent should speak to the mental health lead in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Leads, Senior Leadership Team or the designated governor. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the SENCO team.

### **Pupil Support Plans**

It is helpful to draw up a Pupil Support Plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions

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- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

### **Warning Signs**

School staff may become aware of warning signs that 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 head or mental health and emotional wellbeing lead.

Possible warning signs may include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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 absenteeism

### **Managing disclosures**

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.



Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded in writing and held on the student's confidential file. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead who will store the record appropriately and offer support and advice about next steps. **Safeguarding incident forms** are stored in the staffrooms.

### **Confidentiality**

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a child on, then we should discuss with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. For instance, if the child is in danger of harming themselves or others.

It is always advisable to share disclosures with a DSL. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if a child is thought to be at risk of harming themselves or others. A child may choose to tell their parents themselves.



If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the designated safeguarding leads (DSLs) must be informed immediately.



APPENDIX 1 – Pupil Support Plan

## Pupil Support Plan

Name:

Class:

Area of need/difficulties: Social/Emotional

**Strategies to support in the classroom:**  
Gentle reminders  
Checklist  
Checking in regularly  
Regular home contact

**Strategies to support outside the classroom (break/lunchtimes):**  
Elsa  
Counsellor support  
Quiet Club  
Super Stars

**Targets:**  
1. To  
2. To