

Mental Health and Emotional Wellbeing Policy

Policy Statement

At Wynndale Primary School, we are committed to supporting the mental health and emotional wellbeing of our pupils, staff and parents and carers. 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 times, anyone may need additional emotional support. We take the view that positive mental health is of equal importance as positive physical health.

We aim to be a school where:

- All children and staff are valued.
- Children and staff have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued for all children and staff.

The World Health Organisation's definition of mental health and wellbeing:

“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”.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Wynndale's approach to promoting positive mental health and emotional wellbeing:

We take a whole school approach to promoting positive mental health and emotional wellbeing that aims to help children achieve our values of respect, responsibility, tolerance, determination, kindness and pride.

Our approach encompasses the following areas

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

In school, we have a comprehensive PSHE curriculum which we have devised to meet the needs of our community, using a combination of: *No Outsiders*, *Talking Points* and *The Christopher Winter Project*, all of which support us to promote positive mental health and emotional wellbeing. This scheme is September compliant, in-line with the new government PSHE curriculum guidance. We also have access to a range of interventions and resources to help us support children; some examples include our Nurture Breakfast Club, our mindfulness lunchtime club and our Time To Talk strategy. We keep our knowledge up to date by regularly accessing online guidance, for example from the Anna Freud and the Mentally Healthy Schools websites, as well as a range of children's mental health charities. (See Appendix A)

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

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health and emotional wellbeing, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Lead Members of Staff:

Whilst all staff have a responsibility to promote the mental health and emotional wellbeing of pupils, staff with a specific remit include:

- Rebecca Rickersey: Senior Designated child protection / safeguarding officer
- Melanie Evans: Deputy Designated child protection / safeguarding officer
- Carly Taylor: Deputy Designated child protection / safeguarding officer & Pastoral Support Worker
- Kathryn Tebbutt: Deputy Designated child protection / safeguarding officer & SENCO
- Verity Mason: Deputy Designated child protection / safeguarding officer

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
- 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 families.

Working with other agencies and partners:

Reviewed November 2025 – next review November 2026

As part of our targeted provision the school will work with other agencies to support children's mental health and emotional wellbeing including:

- the Healthy Families Team
- Educational psychology services
- Sherwood Area Partnership
- Community Paediatricians
- CAMHS (child and adolescent mental health service)
- Lashes Foundation
- Children's social care
- The police (when requested school will attend multi agency meetings or child protection conferences in order to promote the emotional wellbeing of children)

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

Appendix A - List of Online Resources and Information

The Anna Freud website: <https://www.annafreud.org/>

The Mentally Healthy Schools website: <https://www.mentallyhealthyschools.org.uk/>

A Place2Be – improving children’s mental health: <https://www.place2be.org.uk/>

Young Minds website: <https://youngminds.org.uk/>

NHS One You - Every Mind Matters <https://www.nhs.uk/oneyou/>

Minded: <https://www.minded.org.uk/>

Anxiety UK: <https://www.anxietyuk.org.uk/>

Action For Children: <https://www.actionforchildren.org.uk/>

Change for Life: <https://www.nhs.uk/change4life>