



Mental Health and Emotional Wellbeing Policy Including EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: December 2024, 16 January 2025

Date of next review: July 2025

Related Polices and Documents

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- E-safety policy
- Anti-bullying Policy
- Behaviour Policy
- First Aid, Medication, Illness and Accident Policy
- PSHCE Curriculum and scheme of work
- RSE Curriculum and scheme of work

Rationale

At Parsons Green Prep (PGP) we recognise that positive mental health and wellbeing are essential to the development of thriving and successful pupils. It is therefore vital to our aims that we provide high-quality mental health and wellbeing support.

This policy sets out our commitment to monitoring and improving the wellbeing of our pupils, including the wellbeing of the children in early years. It sets out some of the ways in which the staff take responsibility for the school's approach to promoting wellbeing and pupils' positive mental health.

- At Parsons Green Prep 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 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.



Wellbeing is defined by section 10(2) of the Children Act 2004, relating to:

- Pupils' physical and mental health and emotional wellbeing
- Protection of pupils from harm and neglect
- Pupils' education, training and recreation
- Pupils' contribution to society
- Pupils' social and economic wellbeing

This policy is drafted by the Head and the school's Youth Mental Health First Aiders and DSL/DDSL, who are members of the senior leadership team (SLT). The policy is reviewed at least annually by the Head, the DSL and the Governance Team.

At our school 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.
- promote self-esteem and ensure that children know that they count
- encourage children to be confident
- 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
- using Zones of Regulation throughout the school to aid pupils in identifying their feelings
- access to Regulation Stations to help manage children's emotional wellbeing
- access to Worry Boxes, regularly monitored by class teachers
- 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 pupils, staff with a specific, relevant remit include:

- Mr Lee Bradshaw - Youth Mental Health First Aider and DDSL



- Mr Ed Sharp – DSL
- Mrs Hannah Tomlinson – Head of Pastoral Care and Wellbeing and DDSL
- Dr Pamela Edmonds – Head
- Miss Melanie Bell - SENDCo

Roles and responsibilities

The trained Youth Mental Health First Aiders (and DSL) are responsible for:

- coordinating the school's approach to promoting positive mental health and wellbeing
- providing all members of staff with the knowledge and skills they need to identify signs of poor mental health in pupils
- building strong working relationships with external agencies and other external partners
- reporting to the Governance Team on the school's Mental Health and Emotional Wellbeing Policy
- working with the school staff, parents and pupils to create an environment where everyone feels safe and supported.

The Head is responsible for:

- reviewing this policy on a regular basis, ensuring that it is developed in consultation with pupils, parents and members of staff
- ensuring that staff are equipped with the appropriate training to support pupils' wellbeing
- listening to the views of pupils and making sure that they have opportunities to contribute to the decision-making process in school
- ensuring that the school shares information on wellbeing with all pupils.

The DSL is responsible for:

- keeping detailed records of any significant wellbeing concerns
- liaising with external services where there are any significant wellbeing concerns
- acting as a source of support and expertise to the school community.

The Youth Mental Health First Aiders are responsible for:

- supporting pupils with their wellbeing
- supporting staff in understanding how to help pupils with their wellbeing.

All members of school staff are responsible for:

- treating all pupils with empathy, respect and kindness
- encouraging pupils to disclose concerns or seek help when necessary
- reporting any wellbeing or mental health concerns to the school's DSL.



Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHCE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHCE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We are aware of the increasing pressures put upon children via the internet and digital media and how this can have a significant impact on the mental health of a person.

Mindfulness sessions through assemblies and in class with all year groups are delivered during the year. These sessions follow the scheme of work called Dots (EYFS) and Paws B (Years 1-6). Ideas and resources are shared, when necessary, in staff meetings, to help with consistency throughout the school.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- circle time
- managing feelings resources, e.g. 'worry boxes'
- managing emotions resources such as Zones of Regulation
- managing emotional wellbeing through Regulation Stations
- 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
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances



- Recent bereavement
- Health indicators.

The school staff may also 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 communicate their concerns with the Designated Safeguarding Lead (DSL) as well as the Youth Mental Health First Aiders 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.

Supporting Peers

We understand that, when a pupil is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. The sessions will be guided by the pupil, but they will discuss how peers can help, how peers can access support themselves and healthy ways of coping with any emotions they might be feeling.

Managing Disclosures/Confidentiality

All matters relating to mental health will be considered as a safeguarding issue and protocols surrounding disclosures and confidentiality will be dealt with as outlined in the Safeguarding and Child Protection Policy.

Working with Parents

In order to support parents we will:

- ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- make our Mental Health and Emotional Wellbeing 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 PSHCE and RSE and share ideas for extending and exploring this learning at home
- work 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
- CAMHS (child and adolescent mental health service) or counselling services
- family support workers
- therapists.

Mental Health of Staff

We take seriously the mental health of staff and the need to support them in times of difficulty. Staff may wish:

- to talk to the Head or senior member of staff where, through discussion, the school is able to support through making reasonable adjustments, signposting to get further help, or offering general support in other ways
- to contact the school counselling service for staff.

To access the free confidential counselling service available through the school's insurance policy staff should:

1. call 0117 933 0687 during the hours of 9am to 5pm
2. tell the operator you wish to use the counselling service and give the scheme reference number, 202604
3. you will be asked to give them your contact details and then you will be put through to a counsellor.

If you have any questions about the service please speak with the Head and the DSL.

Training

Two members of staff are trained Youth Mental Health First Aiders, Mr Lee and Miss Hannah.

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.

Training opportunities for staff who require more in-depth knowledge will be implemented as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.