



Mental Health & Wellbeing Strategic Policy

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Policy statement:

Our ethos around mental health and wellbeing at our school is that we realise that good mental health and emotional wellbeing is the foundation stone for all health. At Bewdley Primary School we value diversity, and we are committed to promoting a Whole School Approach (WSA) driven by [5 Steps to Mental Health and Wellbeing | Anna Freud](#) and the eight principles set out by Public Health England [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](#). We aim to help pupils become more resilient, be happy and successful and prevent problems before they arise. We are committed to working in a trauma informed way, in an inclusive, respectful and open environment.

Purpose of this Policy

This policy aims to ensure we take a WSA to mental health and wellbeing and sets out:

- How we aim to prevent mental health and wellbeing problems arising for pupils, staff and parents
- How we promote good mental health and wellbeing for pupils, staff and parents
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils, parents and other staff
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support parents, staff and pupils to access advice and support
- To signpost the Supporting Families and Well Being offer document that is linked on the school website.

This policy will operate in conjunction with the following policies:

- Safeguarding policy
- Anti-Bullying policy
- Curriculum policy
- PSHE Policy
- TIS Policy
- Relationship and behaviour policy
- Health and Wellbeing policy
- Equality and Diversity policy

Leadership & Management Roles and Responsibilities

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.

Good mental health and wellbeing is supported in school by the following staff roles and responsibilities.

Nominated Governor for Mental Health & Wellbeing: Ian Williams

Responsible for creating a connection between the governing body and the wider school/trust. The nominated governor focuses on supporting the school to embed its mental health and wellbeing provision across the entire school. **Mental health and wellbeing will be a standing item on the Governing Body meetings.**

Training for governors will be provided by county.

Headteacher: Amanda Bradley

Has overall strategic responsibility for the school ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. She will keep staff fully informed, trained and up to date and support working in a trauma informed way.

Senior Lead for Mental Health: Melanie Hares

This role leads and has oversight of the whole school approach and a trauma informed approach to promote positive mental health and wellbeing in the school community.

Special Educational Needs Coordinator (SENCO): Jacqui Bennett

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the school. The SENCO ensures that all adults working in the school understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary.

Designated Safeguarding Leads (DSL): Jacqui Bennett,

Deputy Designated Safeguarding Leads (DDSL) Amanda Bradley, Deniz Mills, Will Pritchard

The DSL and DDSLs provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit [Safeguarding children | Worcestershire County Council](#)

All Staff

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 pupils with mental health needs get early intervention and the support they need. It's important that all staff work in a trauma informed way.

All staff will understand about possible risk factors that might make some children more likely to experience problems.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect children from adversity, such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here [Mental health information : Mentally Healthy Schools](#)

Any member of staff concerned about a pupil will take this seriously and raise with the SENCO/Inclusion Manager or Designated Safeguarding Lead. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

Staff development

Staff development to support their own wellbeing and that of students.

The minimum staff training will be:

- 1 trained staff member as Senior Mental Health Lead (Anna Freud SMHL Training)
- 1 trained staff member as Mental Health First Aider
- All staff; Safeguarding training
- At least 1 staff member to complete Trauma Informed Schools training

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post. For more information please visit [DfE assured senior mental health lead training courses \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Additional training may include:

- Trauma Informed Attachment <https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-school/virtual-school-training-and-bespoke-packages-schools>
- Child bereavement
 - [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://winstonswish.org)
 - [Home - Touchstones Support \(touchstones-support.org.uk\)](http://touchstones-support.org.uk)
 - [England - 2 Wish](#)
 - [Talk to Footsteps](#)
- Suicide prevention training by Papyrus [What we offer | Papyrus \(papyrus-uk.org\)](http://papyrus-uk.org)

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil's voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3 support sections:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)
- Special support (access to early help and specialist support)

The table below sets out actions and processes that we as a school will follow, depending upon the type of support required.

Universal Support

<p>Ethos and environment</p>	<p>At Bewdley Primary school we believe that building healthy relationships with our children, staff and parents and carers is paramount to the success of everyone. In order for these relationships to be successful we work to ensure all stakeholders work in a happy and supportive environment and can access the appropriate support to maintain positive mental health and wellbeing. We are a Trauma Informed School that adopts the PACE approach to be playful, accepting, curious and empathetic in order to engage with children. We hold regular Well Being Events for the children. These include World Mental Health Day events, Anti Bullying Week Activities and have Anti Bullying Ambassadors who help with day to day friendly and inclusive behaviour.</p>	
<p>Curriculum: teaching and learning</p>	<p>Curriculum teaching and learning to promote resilience and support social and emotional learning</p> <p>We ensure that all classrooms have an inclusive, open culture where children and adults feel comfortable to share their feelings on a regular basis. In addition to this, we use the PSHE organisation to deliver a PSHE curriculum where positive mental health is woven through all the units but in particular Health and Well Being and Relationships. PSHE lessons are taught once a week and classes hold additional sessions as and when is appropriate for their class.</p>	

<p>Other School strategies</p>	<p>We hold regular Well Being Assemblies that are sometimes led by SMHL/PSHE Lead/Peer mentors</p> <p>We have a team of pupils who have applied to be part of a “Well Being Squad” who have been trained to act as play leaders, peer mentors and lead assemblies as well attending some of the Senior Mental Health Committee meetings.</p> <p>Promote Mental Health Awareness by raising topic at a parents evening and promoting services.</p> <p>Anti bullying schemes</p> <p>We have incorporated regular Fitness sessions into our Well Being offer by doing Fitness Fridays led or co-ordinated by our PE Lead.</p> <p>Fliers/ posters / Links of where parents can access contacts, support or information, are available around school, on the website and in the weekly newsletter.</p>	<p>Mental health assemblies - Peer Education Project (PEP) Mental Health Foundation</p> <p>Mental health (pshe-association.org.uk)</p> <p>Resource hub : Mentally Healthy Schools</p> <p>Parents Mental Health Support Advice for Your Child YoungMinds</p> <p>Parenting Mental Health Home</p> <p>Examples of peer support schemes (anti-bullyingalliance.org.uk)</p> <p>Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk)</p> <p>Etruscan Primary School - Friendship and Playground Buddies</p> <p>Outdoor learning ideas Learning through Landscapes (ltl.org.uk)</p> <p>woodland trust inserts</p> <p>The Daily Mile UK</p> <p>An introduction to active learning and active classrooms (governorsforschools.org.uk)</p> <p>Include pupils, staff and parents and carers in decision-making Anna Freud</p> <p>Pupil voice : Mentally Healthy Schools</p> <p>Inspiring and enabling pupil and learner voice – Teaching (blog.gov.uk)</p>
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In school support

Identifying need and Early Help support options

At Bewdley Primary School we take the following steps when there are concerns about a child or young person's emotional or mental health:

1. Discuss concerns with parents/carers
2. Complete an in house/school assessment and share the outcomes with parents/ carers.
3. Consider which early intervention school strategies would be the most appropriate for the child or young person. These may include:
 - a. 1:1 support with an Emotional Literacy Support Adviser (ELSA)
 - b. Lego therapy
 - c. Lunch clubs
 - d. Regular access to a chosen EAA
 - e. SAND/Clay/Art therapy
 - f. Peer Mentoring
 - g. Talking/Drawing
 - h. Social intervention groups
 - i. Support from school Family Support Worker
 - j. Use of the WCF Emotional Wellbeing Toolkit

In some cases a pupil's social emotional mental health needs may require in school assessment and support or referral to a primary care or specialist service, see below.

Our school will use the mental health route map of support listed here: [Mental Health](#)

[Route Map \(worcestershire.gov.uk\)](#)

See [appendix 1](#)

[Social, emotional and mental health | Worcestershire County Council](#)

[School to link to their own SEND webpage](#)

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[Document title \(worcestershire.gov.uk\)](#)

Specialist Support

<p>Identifying need and additional specialist support</p>	<p>If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support maybe needed the school will explore support from outside agencies, this may include:</p> <ul style="list-style-type: none"> a. Referral to a Public Health Nurse (School Nurse). b. Referral to other Early Help support <p>Finally, the school may advise further support which could include:</p> <ul style="list-style-type: none"> c. The parents/carers arranging a GP appointment d. Asking a GP specifically for Onside Advocacy service e. A referral directly to CAMHS/CAMHSCAST f. A referral to an Educational or CCN (Complex Communication Team) 	<p>Guidance on accessing these services can be found here Professionals' Toolkit Worcestershire County Council in the health referrals toolkit.</p>
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Suicide Prevention and Attempts

Schools are referred to the WCC guidance on suggested action to take in the attempt of a suspected suicide. Please see [Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person](#). Below you can access the Guidance for Educational settings following the death of a child or staff member:



WCF Guidance for Educational Setting:

Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, mental and emotional mental health and wellbeing of their children, and in particular with protecting and supporting their children's mental health.

As a school we recognise that a child's mental health will be affected by their parents and carers mental health, and so we are committed to provide updated information on what services parents and carers can access to keep themselves well.

Some signposting options for parents and carers are listed below and will be included on the school website.

- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well \(startingwellworcs.nhs.uk\)](#)
- [Information about support for parents and carers | Worcestershire County Council](#)
- [Am I a carer? | Worcestershire Association of Carers \(carersworcs.org.uk\)](#)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)

Supporting Staff's Positive Mental Health

We are committed to supporting the positive mental health and wellbeing of our whole school community including our staff.

At our school we know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional mental and emotional support. We take the view that positive mental health and wellbeing is everybody's business and that we all have a role to play.

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

Links to other policies are:

- Managing staff attendance document
- Staff grievance policy
- Complaints Procedure
- Vexatious Parents Policy
- Relationships at Work Policy
- Disciplinary policy
- Recruitment policy

Practical strategies we will use in school to promote good staff wellbeing will include:

- Encouraging a healthy workload and life balance [working in teams to share workload, promoting staff wellbeing apps, regular wellbeing inserts at staff meetings and 1 Wellbeing day per year to recognise that that life doesn't always fit into term time and that people work extremely hard]
- Teacher appraisal that is encouraging and that concentrates on praise.
- Targets aim to be realistic and concentrate on raising standards for children and young people.
- Creating a sense of belonging to the school (e.g. through team development opportunities and embedding staff wellbeing).
- We conduct an annual wellbeing survey.
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support
- Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges.
- Sign post staff towards staff mindfulness, relaxation and managing stress sessions.
- Add additional support and practical/organisational arrangements that prevent poor mental health

Monitoring and Audit:

This policy will be monitored by the SMHL each year.

This policy will be audited biannually and shared with the reviewing headteacher and governors at the time of the policy review.

See [Appendix 2](#) for Audit template

Review:

This policy will be reviewed by the Senior Mental Health Committee/Head teacher every 2 years, the date of the next review will be 15/11/2026.

Useful links section:

[Work Well Live Better | Worcestershire County Council](#)

It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

[Resource hub : Mentally Healthy Schools](#)

A calendar of curriculum themes and occasions linked to mental health for the 2024 autumn term, with activity ideas and free resources for each theme.

[Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person](#)

Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a pupil population

[Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)

Apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

[Ten ways to support school staff wellbeing | Anna Freud](#)

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

[Mental Health Route Map \(worcestershire.gov.uk\)](#)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

[Professionals' Toolkit | Worcestershire County Council](#)

Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.

[Social, emotional and mental health | Worcestershire County Council](#)

- Trauma informed approach

- Anxiety
- Self harm

[Parent carer engagement toolkit | Worcestershire County Council](#)

Evidence based teaching resources for promoting good mental health:

Primary

Programme name	Type of approach
PATHS	Full year teaching programme for YR to Y6 30–55 sessions per school year, 20–30 minutes duration
Zippy's Friends	Full year teaching programme YR to Y6 (or Y7) printed or online resources
FUN Friends/Friends for LIFE	KS2: 10 x 1-hour sessions eg 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
my HappyMind	EYs to Y6 plus Y7 transition programme 25 lessons per year group.
Penn resiliency programme	Secondary school aged 10-13: 18 x 1hr sessions Taught in lessons (Teacher with QCF-6/7 for trainer)
RAP- A (Resourceful Adolescent programme)	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
Trainer P online	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

Appendix 1

Ctrl + Click image to follow link below

MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS

WHAT IS AVAILABLE IN WORCESTERSHIRE

UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricians
- Family Front Door
- AP Directory

SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)