

Bishop Perrin Church of England Primary School

Positive Mental Health and Wellbeing Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 POLICY STATEMENT

At Bishop Perrin CE Primary School we are committed to promoting positive mental health and emotional wellbeing for all children, families, members of staff and governors. We foster an open culture allowing all voices to be heard, and through the use of effective policies and procedures, we aim to provide a safe and supportive environment for all.

At Bishop Perrin School, we define Good Mental Health and Resilience as:

Good Mental Health

Individuals are mentally healthy when they have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually.
- Initiate, develop and sustain mutually satisfying personal relationships.
- Use and enjoy solitude.
- Be aware of others and empathise with them.
- Experience happiness and can play and learn.
- Develop a sense of right and wrong.
- Resolve (face) problems and setbacks and learn from them.
- Develop a sense of self and identity.

Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with every knockback and unexpected change.

Policy Aims

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in children and each other.
- Enable staff to understand how and when to access support; both for themselves and children who may have mental health issues.
- Provide appropriate support to children with mental health issues.
- Develop resilience amongst children and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
- Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.

- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively signpost children and families.

Key staff members

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

- Designated Safeguarding Lead
- Deputy Designated Safeguarding Lead
- Wellbeing Officer
- Inclusion Leader and SENCO
- PSHE and RSE Leader

2 Section 1 – Health and Welfare of Children

Mental health problems in children

Some children experience a range of social, emotional and mental problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Most of these will fall into the category of:

- Emotional disorders, e.g. phobias, anxiety states and depression;
- Some children may experience 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;

OR

- 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.

If a member of staff is concerned about the mental health or wellbeing of a child or parent, in the first instance, they should speak to a key member of staff (see above). If there is a concern that the child is a high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Individual Support Plans

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through

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 children with mental health needs, reasonable adjustments can be made to ensure full access to the curriculum and to feel comfortable at school.

These may include:

- Breaks from class when required
- Access to a sensory diet
- Personalised timetable

Curriculum

Many Social, Emotional and Mental Health (SEMH) topics are addressed through our curriculum for Personal, Social, Health and Economic Education that includes the statutory Relationships and Mental Wellbeing teaching.

In addition, we will ensure that:

- School journeys and trips support SEMH needs.
- Children are encouraged to act as role models and follow the example of role model within the school environment, e.g. Playground Pals, school council representatives, Wellbeing and Anti - Bullying Ambassadors
- A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Signposting

We will ensure that staff, children 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.

Warning Signs

Staff may become aware of warning signs which indicate a child 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 a relevant member of staff (see above). More information can be found in the school's Child Protection and Safeguarding policy.

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 CAMHS, those living

with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with other professionals such as:

- Educational Psychologist
- Child Psychologist
- Emotional Health Service
- Inclusion Support Service
- Young Carers
- Early Help service
- Education Welfare Officer

We support SEMH needs using interventions such as:

- Zones of Regulation taught from a young age, Year R-Yr6
- Support Groups, e.g. Mindful colouring, Lego Therapy
- Circle of Friends
- School-based Play Therapy – ELSA
- Small group work with a CWP
- Play Therapy or CBT through MHST
- Dance Movement Psychotherapy

When thresholds are met, referrals may be made to:

- Emotional Health Service
- SPA
- CAMHS
- Young Carers
- Family Support Team
- Children's Services
- School Nurse

Managing Disclosures

Any disclosure must be recorded on CPOMS and assigned to the Designated Safeguarding Lead. All safeguarding concerns will be treated in confidence following the policy.

3 Section 2 – Health and Welfare of Parents and Carers

Parents and carers are valued and welcomed members of the community. We communicate regularly via email and the weekly newsletter, consult and engage with parents/carers through assemblies, parent meetings, parent forum, surveys and a programme of information and networking coffee mornings.

We recognise that 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 Mental Health Support Team.
- Meeting all EYFS parents in person to discuss their family circumstances.
- Encouraging parents and families into school for events such as open school, carousel of parental workshops, monthly coffee mornings.
- Providing an open-door policy to class teachers and SLT.

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.

We encourage children to be role models through the EIKON Wellbeing Ambassador programme.

Our school is an AfC Virtual School Bronze Level Attachment Aware school. Our staff are trained to understand attachment and trauma needs in children.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Medical Needs and Intimate Care Policy
- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy

If a member of staff has concerns about their own wellbeing or the wellbeing of a colleague, they should speak to the DSL, Inclusion Leader or the headteacher.

All school staff can access confidential support and information from Health Assured using these details:

Employee Support Scheme – Health Assured:
<https://wisdom.healthassured.org/login>



Organisation Code: (see School Office for details)