

Burnt Tree Primary School
Mental Health and Emotional Wellbeing Policy



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Date to be reviewed: March 2027

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Mission Statement

At Burnt Tree Primary School we are committed to supporting the emotional health and wellbeing of our staff, children and families. By spotting the signs of poor mental health early, we can ensure that necessary strategies and interventions are implemented quickly to allow for recovery. Especially when early intervention is important by listening without judgement, we can grow the hope that someone who may be struggling with difficult experiences can feel accepted and understood. We take the view that positive mental health is everyone's responsibility and that we all have a role to play.

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 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:

- 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 including attachment disorder.

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Safeguarding, Behaviour and Anti-bullying, PSHE, RSE and PSHE. It should also sit alongside child protection procedures.

Lead Members of Staff

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

Mrs Bryant - SMHL

Miss Gamwell – SMHL, DSL and Family Support Worker

Mrs McArdle – SENCO

Mrs Wood - PSHE/RSE lead

Whole School Teaching about Mental Health (Wave 1 support)

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE/RSE curriculum. In addition to this:

- RSHE/PSHE Jigsaw Curriculum
- 'Going for Gold' behaviour recovery system
- Safe and calm school environment
- Mindfulness/head down time
- Daily emotion check in time
- Play Leaders
- School Council
- Positive Classroom management strategies
- Mental health and wellbeing newsletters
- Worry boxes
- Emotion coaching
- Trauma informed practise

Targeted support for identified pupils (Wave 2 support)

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

- Family Support Worker Support
- Anger Management Intervention
- Conflict Resolution Intervention
- Child line
- Self-esteem and Resilience Intervention
- 3 Houses/Wishes and Feelings
- Bereavement
- Young Minds
- Lego Therapy
- My Star
- Draw and Talk
- SKIPs online safety
- Junior PCSOs
- Early help police officer targeted work
- Sandwell Safeguarding Champions
- School nursing team

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- Pupil questionnaires

Signposting (Wave 3)

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further targeted support. Leaders for mental health and wellbeing in school have access to a directory of a range of services who can provide additional targeted support. Miss Gamwell will make relevant referrals to these services after seeking parental consent.

Identifying needs and Warning Signs

All staff will monitor pupils and report on CPOMS, identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which 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 Senior Mental Health Lead or Family Support Worker 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

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
- Share and allow parents to access sources of further support
- 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 children.
- Keep parents informed about the mental health topics their children are learning about

Working 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:

- Kooth
- Murray Hall
- Kaleidoscope
- Point of Access
- BEAM
- GP
- A+E
- School Nurse
- CAMHS
- Edwards Trust (Bereavement)
- Inclusion Support (SEMH)
- Barnardos
- Oldbury Family Hub
- Reflexions – a new mental service being made available to school within the next academic year
- SHAPE_SANDWELL – Just Youth Sandwell
- Sandwell Better Mental Health
- Huggle Pets

The i-THRIVE model

The i-THRIVE framework is the model that is beginning to embed across the Black Country to support our young people:

- All children and young people aged 0-25 within a specific locality
- All families and carers of children and young people aged 0-25 within a specific locality
- Any professional who seek to promote mental health awareness and children and young people with mental health and wellbeing needs or those at risk of mental health difficulties.

Staff will work with a range of professionals to support the mental health and wellbeing of our pupils, following the i-Thrive model.



Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues.

Training opportunities for staff who require more in depth knowledge will be considered 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.

Staff will work closely with professionals in order to adapt their practice or implement a range of different strategies that best suit the needs of children struggling with their mental health.

Appendix 1 – Mental health support waves across the school

Wave 3 – I may need a person outside of school who can help with my mental wellbeing and emotions because of something that may have happened to me or my family or I may find managing my emotions difficult

Miss Gamwell, Mrs Bryant or Mrs McArdle will arrange this for me, they may have to make sure I am safe too and will speak to my teachers, parent/carers and me.

The adults around me may have to put a plan together to make sure I am safe because I am finding my behaviour and emotions hard to manage.

Wave 2 – If I need a little more help with my mental wellbeing, I can:

Speak to Miss Gamwell, Mrs Bryant or Mrs McArdle for help.

I may have interventions in learning how to manage my emotions and behaviour.

These adults will also speak to my Parents/carers

My Parents/carers can contact these adults and my class teacher if they feel I may need a little more help with my emotions

Wave 1 – In school we learn to take care of our mental health and wellbeing by:

Learning in a safe and calm classroom environment

Being taught by teachers who are trained to know how best to support my mental health needs

Trying our best to achieve Gold but knowing I can recover after any set backs

Our Jigsaw PSHE lessons in the classroom

Daily check in time using our emotion cards and being able to talk to a trusted adult about how I feel

Having mindfulness and heads down time

Using worry boxes to write down our anxieties

Appendix 2 – Mental health concerns action flow chart

